Leadership and the Social Sciences
LDST102

Instructor: Dr. Elizabeth Faier (Liz)  Office Hours: Wed. 10:00-11:30 & by appt.
Email: efaier@richmond.edu  Office Location: Jepson Hall 233
Phone: x6045

Course Locations:
Section 2; TR 9-10:15 AM; WSTN 306
Section 3; TR 12:1:15 PM; WSTN 306
Section 6; TR 1:30-2:45 PM; WSTN 205

Blackboard: http://blackboard.richmond.edu
Blog: TBA

Course Description

This course is designed to introduce you to the study of leadership through theoretical and empirical explorations of social interaction, the individual, and society. Readings draw from the social sciences including anthropology, communications, economics, political science, psychology, and sociology. Throughout the semester we will not only examine the ways in which the social sciences study leadership but also seek ways to apply foundational theoretical approaches and empirical studies to leadership problems and questions. Course topics and questions include: Is leadership universal? How do power and authority differ from leadership? In what ways do leadership communicate? Does gender affect leadership behaviors? How does leadership operate in different environments such as groups and organizations? Are there modern and traditional forms of leadership? Is leadership a form of social organization? How does social structure constrain or enable leadership? Do ideas of the self or society affect the practice of leadership? Are leaders distinct personalities? How do ascribed and achieved leadership systems differ? Is leadership genetic or hereditary? In addition to these questions, we will examine how different disciplines frame leadership questions, generate theories, and use methodologies to conduct and analyze research.

Active, thoughtful, and critical participation is both expected and required in this course. As a student you will have opportunity to further your academic and scholarly skills in a number of areas including creative thought, moral imagination, communication, information technology, and research. Please note that while you might develop leadership skills along the way, this course is not a skills development class.

Course Objectives

Through course readings, activities, assignments, and discussions that focus on the social scientific study of leadership, this course aims to:
• advance your understanding of leadership through an increased appreciation of the rich complexities of human behavior,
• review social science empirical studies and literature on leadership,
• illuminate how different social sciences frame research questions and employ distinct methodologies in the empirical study of leadership, and
• utilize social science theories and studies within our own inquiries into leadership.
Course Reading Materials

Course readings include primary and secondary materials from a range of social science disciplines not limited to anthropology, sociology, political science, psychology, communications, and technology studies. Some of the readings are theoretical discussions while others are empirical studies; students are expected to consider the linkages between these materials. Throughout the term, I will revise the schedule of readings in order to optimize the learning experience.

Even if we do not cover a particular reading or all its parts in class discussions, you are responsible for knowing that reading. If you have questions, raise them in class or come to see me individually. It is impossible to cover every aspect of reading assignments – the readings should be viewed as a jumping off point for discussions rather than the content of a class session.

Required Texts:
  http://www.cjsonline.ca/reviews/geoganger.html (if you want to see a book review)
- Reserve Readings (on Blackboard or hyperlinked in the schedule)
- Daily Newspaper or some other news source so you are aware of major contemporary world and national events
- Other texts to be determined as semester progresses

Course Requirements & Grading

Written Assignments  35%
You will have 2 papers to write this term. Details for each assignment will be provided in the course. Papers are due either before your class session (blackboard) and/or in class. Late and/or short papers will not be accepted; I will not accept any sort of submission if you did not attend class that day. Paper 1 is due September 28; Paper 2 is due November 18.

Participation, Reaction Papers, Activities, Quizzes  25%
Participation includes leading classes, actively contributing substance to discussions, introducing materials, and actively taking part in all class activities. It is not “attendance” although absences & tardies will negatively impact the grade. Homework, reaction papers, and activities are assignments given through the term, usually short writing or response assignments based on experiments and/or outside events. We will discuss this further in class.

Examinations (Midterm and Final)  40%
Students will have both midterm and final exams. The midterm will be October 14; the final will be take-home.

Policies

Attendance
The attendance policy is simple: attend and attend on time. Class discussion depends on students coming to class and coming to class well prepared. Think of class like taking the bus – if you arrive late and the bus stop is empty (or, the door is closed), then the bus has left (and thus, class has started so please do not enter late).
**Honor Code**
The Jepson School supports and adheres to the provisions of the Honor System as sanctioned by the School of Arts and Sciences. Every piece of written work in this course must have the word, “pledged” along with the student’s signature, signifying the following: “I pledge that I have neither given nor received unauthorized assistance during the completion of this work.”

**Late Work**
I will not accept late work except under the most exceptional conditions. I will not accept assignments if students do not attend or come late to class.

**Make-Up Examinations and Paper Extensions**
As with all late work, only under the most extraordinary circumstances will a make-up exam be administered or a paper deadline extended. When these circumstances do arise, a letter from the Dean will be required in order to arrange an alternate date. Without an excuse, a late paper will lose 10% for each day it is late.

**Grade Values**
Grades in this course are based on your performance on the course requirements described above. In general, I do not inflate or curve grades. You should budget your time accordingly so you can complete all assignments and readings in a timely manner and to the best of your abilities.

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<td>A+</td>
<td>98-100%</td>
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<td>A</td>
<td>93.97.9%</td>
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<tr>
<td>A-</td>
<td>90-92.9%</td>
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<tr>
<td>B+</td>
<td>87-89.9%</td>
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<td>B</td>
<td>83-86.9%</td>
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<tr>
<td>B-</td>
<td>80-82.9%</td>
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<td>C+</td>
<td>77-79.9%</td>
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<td>C</td>
<td>73-76.9%</td>
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<td>C-</td>
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<td>D+</td>
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<td>D</td>
<td>63-66.9%</td>
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<td>D-</td>
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**Students with Disabilities**
If you have a verified disability (as outlined in section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990) and would like to discuss special academic accommodations, please contact me before the 3rd class session to arrange reasonable and appropriate accommodations.

**Phones & Computers**
Do not use your phone during class for anything except perhaps a personal watch. Also, please turn off your ring and notification tones. Similarly, you are welcome to bring your laptop for taking notes or displaying readings but not for communicating with others (inside or outside the class), working on other class assignments, checking social media sites, or any other use that brings your attention away from our time in the classroom together. If you cannot refrain from using your phone or laptop in a way that is not sanctioned, then do not bring it to class. There is a 1-strike rule here – you will get a warning for inappropriate usage and after that, it will be prohibited.

**Instructor-Student Responsibilities**
A successful semester requires that we collaborate in the learning process. Therefore, as your instructor, I will do my best to facilitate a positive environment in which learning can take place by creating a safe and exciting space for questions, encouraging constructive challenges, assigning materials that make you think, leading discussions, providing feedback on your progress and in general, working with you in achieving learning goals. That said, I cannot read your mind to see if there is a problem. So, if you are having any concerns or if you just want to chat about the materials, stop by my office or give me a call.
You also have responsibilities in making this semester a success. You are expected to complete all assigned readings and work on time, study the materials, come to class, participate in class, engage your peers in discussions, and log into our electronic sites (blackboard and/or blog) regularly. There are many resources available to you – I encourage you to seek them out when necessary or interested. Please note that there will be significant and at times, demanding readings and assignments in this course. A general formula for planning how much time you should devote for normal classroom activities (i.e. not additional work such as papers or exams) is for every credit hour, plan on 3 hours of reading a week. Thus, for a 3 credit course, you can plan to read about 9 hours/week on average especially if you are a slow reader, have study skill challenges, or in general find the material unfamiliar or confusing. You should budget your time accordingly. I will do what I can to make the learning environment constructive but at the end of the day, you are the owner of your successes and failures in learning within this course. Please fill out the “contract” at the end of the syllabus.

**Topics (neither definitive nor exhaustive)**

<table>
<thead>
<tr>
<th>Power &amp; Authority</th>
<th>Institutions &amp; Bureaucracies</th>
<th>Community</th>
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<tbody>
<tr>
<td>Individual &amp; Society</td>
<td>Agency &amp; Structure</td>
<td>Groups &amp; Teams</td>
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<td>Deviance &amp; Stigma</td>
<td>Motivation &amp; Mechanisms</td>
<td>Organizations</td>
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<td>Rationality</td>
<td>Social Movements</td>
<td>Conflict (Resolution)</td>
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<td>Kinship &amp; Lineage Theory</td>
<td>Social Organization &amp; Roles</td>
<td>Stratification &amp; Gender</td>
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<td>Communication/Rhetoric</td>
<td>Cyber-Leadership</td>
<td>Nature of Self &amp; Society</td>
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<td>Modern Leadership</td>
<td>Traditional Leadership</td>
<td>Cultural Variance</td>
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<td>Nation and States</td>
<td>Purpose of Leadership</td>
<td>Globalization &amp; Complexity</td>
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<td>Structuralism</td>
<td>Functionality</td>
<td>Post-Structuralism</td>
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<td>Systems Approaches</td>
<td>Decision-Making</td>
<td>McDonaldization</td>
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<td>Status &amp; Hierarchy</td>
<td>Personality</td>
<td>Followership</td>
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<tr>
<td>Identity</td>
<td>Values</td>
<td>Influence &amp; Persuasion</td>
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**Questions (neither definitive nor exhaustive)**

- What is the relationship between the individual and society?
- Is leadership universal?
- Do humans have a psychological or social need for leadership?
- How do power and authority differ from leadership?
- Can individuals act independently of social structures?
- How do we enact and shape change?
- What is the relationship between social roles, social organization, and leadership?
- What is society or community? Is it different from culture?
- How do leaders communicate?
- How best can leaders manage conflict? Is conflict a positive or negative situation?
- How does the Internet affect the practice of leadership?
- Are there both modern and traditional forms of leadership?
- How do people regulate their behavior and self-presentation?
- What is the role of emotions in human behavior and leadership?
- What are the fundamentals of persuasion and social influence?
- How do expectations and stereotypes impact how we perceive leaders?
Course Contract

Due in class or through Blackboard: Thursday August 26, 2010

1. Why are you taking this course?

2. Have you taken LDSP 201 (Leadership and the Humanities)?

3. What is (or what do you anticipate to be) your major(s)?

4. Have you fully read the syllabus? Y/N  Any questions?

5. What topics or questions look most interesting to you (please choose up to 5)?

6. Tell me something about yourself.

7. What do you want to know about me?

___________________________________________Signature
Schedule of Topics, Readings and Assignments

Although some of the readings and topics are predetermined and fixed, the schedule of readings will be modified throughout the semester. This flexibility enables a responsive learning and teaching environment where interests, new research, and other pertinent information can be incorporated. Revised schedules of the readings/topics will be posted on Blackboard. I expect you to make connections among the texts beyond the categories in which they are slotted. For example, the first day’s reading, “Obama: Our First Female President”, will also enhance your understanding of gender, power, and communication – 3 themes that emerge later in the semester.

If you do not see a hyperlink or if you do not own the book (as in Appadurai’s text), then you can find the reading on Blackboard.

If we are running behind in class discussion, please keep to the schedule unless otherwise notified. We will do our best to “catch up” but if need be, we will modify the schedule.

I. First things first

Aug. 24: Overview & Syllabus

Aug. 26: “Let’s Talk” - Leadership, Society, People
- “Obama: Our First Female President”
  http://www.washingtonpost.com/wp-dyn/content/article/2010/06/29/AR2010062903997.html
- “What is it about 20-Somethings?”
- “More Candidates Hunting for Votes with Guns”
- State of the Union Address, 2010

Aug. 31: The Search for Leadership: Do we need “leadership”? 

Sept. 2: Roots: What makes a social science “social” and “science”?
- Social Science: An Introduction to the Study of Society. (2008). Excerpts from Hunt, E. F., & Colander, D. C. Unless you can print each page, you need to read this online...
  http://www.coursesmart.com/9780205585472/part01

II. The Individual & Society

Sept. 7: Our social world(s): Is society more than a collection of individuals?
• Durkheim, Emile. (1895) Excerpt from The Rules of Sociological Method
• Berger and Luckman (1967) Excerpt from The Social Construction of Reality
• Durkheim, Emil (1893) Excerpt from The Division of Labor in Society

Sept. 9: Me, myself, & I: Conceptualizations and presentations of Self & Other
• Goffman, Erving (1959) Excerpt from The Presentation of Self in Everyday Life
• Mead, George Herbert (1934) Excerpt from Self

Sept. 14: Are leaders more than bundles of skills, traits, and...?

Sept. 16: Structure and Agency: How does change happen?
• Eisenberg, Anne (2008) “Negotiating the Social Landscape to Create Change” In Illuminating Social Life
• Structuration for IT Beginners. http://www.webstylus.net/talks/struct/ (This is an outline of a talk; we will explore some of the theories mentioned in this piece. OPTIONAL)

Sept. 21: Do leaders lead the same way in all societies?
  http://www.jstor.org/stable/177650

Sept. 23: It’s all in the family: Ascription, hierarchy, and lineage in leadership
• 60 Minutes Video on Sheikh Mohammed bin Rashid (watch parts 1 & 2)

III. Power & Authority

• Simmel, Georg (1908) Excerpt from The Stranger
• Hoyt, C.L. and M.M. Chemers (2008). “Social Stigma and Leadership: A Long Climb up a Slippery Ladder”. In Social Psychology and Leadership

Paper 1 Due in Class
Sept. 30: Looking for legitimacy
• Weber, Max (1925) Excerpt The Types of Legitimate Domination
• Meyer, P. (1970) “If Hitler asked you to electrocute a strange, would you?” *Esquire*

Oct. 5: Making docile bodies: Power and discipline in society
• Foucault, Michel (1979). Excerpt from *Discipline/Punish: The Birth of the Prison.*

Oct. 7: Power Game (ACTIVITY Please bring $5 to class for the activity. Please note, you might not get the $5 returned to you. If the cost is a hardship, please let me know ASAP.)

Oct. 12: FALL BREAK!!!
Oct. 14: MIDTERM

IV. Identity: Stratification & Stereotypes

Oct. 19: Stratification Elements: Class & Race Matters

Oct. 21: Gender

Oct. 26: Stereotypes & Identity
• Davies, Paul G., Spencer, Steven J., and Claude M. Steele. (2005) Clearing the Air:

V. COLLECTIVE AND ORGANIZED BEHAVIOR

Oct. 28: Rational Bodies: Institutions & Bureaucracies
- Weber, Max (1904) Excerpt The Protestant Ethic and the Spirit of Capitalism
- Weber, Max (1925) Excerpt Bureaucracy

Nov. 2: Belonging: Organizations and Communities
- Faier, Elizabeth (2005) Excerpt from Organizations, Gender, and the Culture of Palestinian Activism in Haifa, Israel. Routledge Press

Nov. 4: Social Movements and Activists

Nov. 9: Virtual connections: Internet influences
- TBD Excerpt Cyber-Activism
- TBD Excerpt Cause-Wired

VI. GETTING TO BUSINESS

Nov. 11: Making things happen
- Negotiation TBD
- Decision-making TBD
Nov. 16: Talky Talk Talk: Messages and More
  • “Does Your Language Shape How You Think” New York Times, 8/29/10
  http://www.nytimes.com/2010/08/29/magazine/29language-t.html?_r=1

VII. GLOBALIZATION, VIOLENCE, AND LEADERSHIP

Nov. 18: What’s happening to our world?
  • Appadurai, Arjun (2006) Fear of Small Numbers Preface, CHs 1 & 3

Nov. 23: The violence of fear
  • Appadurai, Arjun (2006) Fear of Small Numbers CH 4

PAPER 2 DUE

Nov. 25: THANKSGIVING!!!

Nov. 30: Reflections and projections: looking for alternatives
  • Appadurai, Arjun (2006) Fear of Small Numbers CHs 5 & 6

Dec. 2: Putting together pieces and wrapping up
  • TBD

NOTES:
PAPER DUE DATES:
September 28
November 23 (new date)

MIDTERM EXAM
October 14

FINAL EXAM (take home)
Final Exam Schedule:
  Sec 01 Mon, Dec 6, 2-5 pm
  Sec 02 Mon, Dec 13, 2-5 pm
  Sec 06 Tues, Dec 14, 2-5 pm
(Your exam is due before the end of your scheduled exam period as noted above.)