We will not only learn things like "Theory Y predicts this will happen" or "Such and such study supported this hypothesis," but also the assumptions that guide the research. We will therefore spend considerable time examining research methods per se, including the use of data and statistics to test hypotheses about leadership processes.

Skills

I hope you will participate actively in this course, and so develop a number of academic and scholarly skills, including gains in critical thinking, ethical thought, writing and communication, information search and retrieval, technological skills, skill in conducting scientific research (including data collection and literature review), and study skills. You may also develop leadership skills, but this course is not a "how to lead" course.

Process

Beyond declarative content—the facts, theories, and findings—we will also examine the process of leadership study: how social scientists generate theories and do research. We will not only learn things like "Theory Y predicts this will happen" or "Such and such study supported this hypothesis," but also the assumptions that guide the research. We will therefore spend considerable time examining research methods per se, including the use of data and statistics to test hypotheses about leadership processes.

Course "Mission"

The course is a key component of the overall University of Richmond curriculum. Hence, it sustains "a collaborative learning and research community that supports the personal development of its members and the creation of new knowledge. A Richmond education prepares students to live lives of purpose, thoughtful inquiry, and responsible leadership in a global and pluralistic society." As a course in the Jepson School of Leadership Studies, this course strives to educate people "for and about leadership". The key word in the name is studies.
Leadership and the Social Sciences

**LDST101** examines the philosophy, history, and political side of leadership. **LDST102** (this course!) examines the science of leadership, so we will be searching through all the social sciences (anthropology, economics, sociology, history, political science, geography, psychology, and others) for theory and research pertaining to leadership in all its many and varied forms. We will examine theories of human behavior, in general, and how they apply to leadership processes. This course stresses empirical findings pertaining to leadership.

Examples of topics we’ll be considering follow.

- Authority, Obedience, and Leadership
- Dark Side of Leaders’ Personalities
- Do Leaders Make a Difference?
- Do People Need Leaders?
- Empirical Procedures in Studying Leadership
- Endorsing Leaders
- Ethics of Leadership
- Evolutionary Perspectives
- Followership
- How Effective Are Leaders?
- Inequities and Leadership
- Influence and Persuasion
- Intelligence and Leadership
- Leadership across Cultures
- Leaders as Skilled Decision Makers
- Men, Women, and Leadership
- Neuropsychology of Leadership
- Origins of Leadership in Human Society
- Perceiving & Evaluating Leaders
- Personality, Situations, and Experiences
- Power and Leadership
- Research Methods
- Self-presentation Processes
- Social Identity and Leadership
- Status and Hierarchy
- Strengthening the Relational Side of Leadership

**Teaching and Learning Methods**

We will use a variety of structured learning experiences to achieve course goals, including lecture, discussions, demonstrations, activities, projects, and audiovisual events. Our class sessions serve several purposes: they clarify difficult topics discussed in the readings, raise questions about the scientific method, stimulate you to think critically about leadership, and provide you with the opportunity to express your understanding of leadership in your own words. It is essential that you prepare for class by doing reading, reviewing, and analyzing the assigned topic prior to the day class examines the topic. The amount of time you need to set aside to prepare will depend on your background in social science.

We will also do things beyond the confines of the class, depending on availability. We may, for example, conduct research projects to further examine questions raised by readings, and attend presentations by experts visiting campus. Also, this class uses online instructional resources extensively.

**Text and Readings**

This course uses books, articles, and online sources. The required books are:


We will rely on both published books and on readings from scientific journals. Only “real” readings will be assigned: if we aren’t going to examine the reading, then I identify the reading as “optional” and you won’t be required to know its content. The readings are original source papers and chapters and selected to give you an “inside look” at how social science is done. The books are available at the UR bookstore and online. (see

**The Big Picture**

University training is the great ordinary means to a great but ordinary end: it aims at raising the intellectual tone of society, cultivating the public mind, purifying the national taste, supplying true principles to popular enthusiasm and fixed aims to popular aspiration, giving enlargement and sobriety to the ideas of the age, facilitating the exercise of political power, and refining the intercourse of private life.

It teaches us to see things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophisticated, and to discard what is irrelevant.

It prepares us to fill any post with credit and to master any subject with facility.

It shows us how to accommodate ourselves to others, how to throw ourselves into their state of mind, how to bring before them our own, how to influence them, how to come to an understanding with them, and how to bear with them.

The educated person is at home in any society, has common ground with every class, knows when to speak and when to be silent, is able to converse, is able to listen, can ask a question pertinently, and gain a lesson seasonably when he or she has nothing to impart.

Cardinal Newman, 1852

**Instructor Information**

Don Forsyth is a social psychologist who studies leadership, ethics, group dynamics, and a variety of other interpersonal processes. He received his BS in sociology and psychology from Florida State University and his Ph.D. in psychology from the University of Florida. He holds the Leo K. and Gaylee Thorsness Chair in Ethical Leadership.

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**Office Hours:** TTH PM  
**Skype:** DonelsonForsyth  
**Profile:** https://facultystaff.richmond.edu/~dforsyth/
Activities, Assignments, Quizzes, Exams...

We will carry out a variety of activities during the semester, including quizzes, exams, papers, etc. In some cases some of these projects may be completed by groups rather than individuals.

**Quizzes**: usually administered online, open book, 10 questions typically

**Short papers**, journal entries, wiki postings, reaction papers, brief summaries of readings, self-assessments, reports on short term projects, and/or weekly reflections. Some will be written in class, others outside of class and submitted via Blackboard.

**Events**: This class is based on an academic “commons” model, so it assumes that students are engaged in learning both in and out of class. Students will be asked to attend several events that occur outside of regular class hours.

**Exams**: We will have 2 or 3 examinations. Items on the tests will cover all course material, no matter what its source (e.g., lecture, text, video). Exams will be multiple choice and/or short answer.

**Research**: Students are required to take part in research and/or attend local and/or regional presentations of research. The research requirement is described in detail in Blackboard.

**Engagement**: Students are also given credit if actively engaged in the course and its material. Engagement is not merely showing up for class, but taking an active role in the course discussion, projects, and communications. The default grade for engagement is not an A; only the most unrelentingly active and informed students earn Bs and As.

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**Grades**

Your grade in the course depends on your successful completion of assigned tasks and overall engagement. A grade of B will be awarded to those who complete assignments skillfully and are fully engaged. Higher or lower grades will be awarded for superlative or lower quality work. I will warn you, by the date for withdrawal, if I consider your work to be of failing quality. However, because much of your grade in class is based on material turned in after that date (e.g., papers, final exam) this feedback will not be dispositional.

In general—but not entirely—grades will be criterion-referenced, individualized, and teacher-generated. First, most of the grading in this class is not normed, but in some cases members’ scores will be determined by relative rank. Second, scores will be based on individual and collective work. Third, in some cases a portion of your grade will be based on others’ evaluations of your work.

This course deals with complex subjects and is challenging and you should budget your time demands accordingly. Cut offs for grades are etched in stone, and based on the following percents.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>99.1% - 100%</td>
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<tr>
<td>A</td>
<td>91 to 99%</td>
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<td>B</td>
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<td>C</td>
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<td>D</td>
<td>61 to 69%</td>
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<td>F</td>
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If logistical problems arise (or errors in planning must be corrected), then this system may be revised. You will be notified, in class, of any changes. There is no “extra credit” in this class.

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**Sensitivity**: This course examines topics pertaining to human behavior, so students should realize that they may acquire insight into their own personalities, actions, and tendencies as a result of participation. We will focus on sensitive issues, including religious values, human nature, morality, values, and what not. We will remain sensitive to the feelings and perspectives of others during these discussions. As a general rule, the goals of any particular exercise will be described beforehand except when full disclosure in advance will undermine the educational or scientific value of the experience.
Instructor Responsibilities

As the instructor, I will help you learn the course material by giving lectures, leading discussions, assigning activities that ask you to think about leadership processes, answering your questions, and giving you feedback about your progress towards your goals. Remember that my primary responsibility is to help you learn about (a) leadership processes, (b) the social science of leadership, and (c) to think critically, and scientifically, about leadership processes (and claims about leadership processes). If you have any questions about course material, please email me, call, or come to my office.

Student Responsibilities

You are responsible for completing the assigned readings, coming to class, studying the material, taking the required examinations, completing the assigned activities, and logging into Blackboard regularly. Your task of learning will be much easier if you (a) ask me questions about the readings and topics; (b) keep up with the readings; (c) communicate with classmates regularly; (d) talk to me during office hours; and (e) take advantage of electronic resources available to you. This course will require between 20 and 25% of your week’s time spent on academics, and more if you are unfamiliar with the methods of social science, just beginning advanced studies, or a relative slow reader. Budget your time accordingly. You are ultimately responsible for your learning in this class: if you earn an A you can be proud of your accomplishment, but should you fail you will have to bear the blame.

Policies

- If you must be absent from class for religious reasons, because you are involved in University-level athletics, or some other good reason, inform me by email of the conflict.
- If you are ill on the day of an examination, leave a voice mail message prior to the class.
- You are welcome to use any type of electronic device you wish in class, but please make certain your actions are not a distraction to others.
- Please be certain to review and comply with the University’s academic integrity policy.
- Please heed the basic rules of etiquette pertaining to class discussion.
- 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. [http://registrar.richmond.edu/services/policies/academic-credit.html](http://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.” [http://studentdevelopment.richmond.edu/honor/](http://studentdevelopment.richmond.edu/honor/)
- Religious Observance: Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance. [http://registrar.richmond.edu/planning/religiousobs.html](http://registrar.richmond.edu/planning/religiousobs.html)
Jepson School of Leadership Studies

Common Syllabus Insert

**Awarding of Credit**

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[http://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.

[http://studentdevelopment.richmond.edu/disability-services/policies.html](http://studentdevelopment.richmond.edu/disability-services/policies.html)

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