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.

Using Technology in Class

- Use laptops, smartphones, i-pads, and so on in class only for class-related work, such as reading online documents related to this class, accessing the class Blackboard, or taking notes.
- DO NOT use a laptop or phone for personal matters during class, and that includes during group activities, discussions, presentations, or media clips. Your email and other personal apps should not be open during class. If you are multitasking (e.g., completing work for another class on a laptop during this class), I will ask you to leave class and set your engagement points to zero. Your engagement score in the course will be zero if you are distracted by your technology or distract others by using technology.
- If you are experiencing a personal event that requires you to be accessible online or by phone, please let me know before you use the device in class. If you have an academic accommodation that permits the use of a laptop please see me so that arrangements can be made.

Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Aug 23-25</td>
<td>Introduction to leadership studies</td>
</tr>
<tr>
<td>Aug 30-Sep 1</td>
<td>The empirical method: Migram’s work</td>
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<tr>
<td>Sep 6-8</td>
<td>Research methods</td>
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<tr>
<td>Sep 13-15</td>
<td>Ethics of research and the concept of leadership</td>
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<td>Sep 20-22</td>
<td>Theories of leadership</td>
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<td>Sep 27-29</td>
<td>The natural history of leadership</td>
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<tr>
<td>Oct 4-6</td>
<td>Seeing ourselves as a leader</td>
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<td>Oct 11</td>
<td>Fall break</td>
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<td>Oct 13</td>
<td>Midterm Examination</td>
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<td>Oct 18</td>
<td>Modern feedback and statistical methods</td>
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<td>Oct 20-27</td>
<td>Leadership, context, and cultures</td>
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<td>Nov 1-3</td>
<td>Leadership and personality</td>
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<tr>
<td>Nov 8-10</td>
<td>Political leadership and personality</td>
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<tr>
<td>Nov 13-17</td>
<td>Leadership as an economic, political science, psychology, and sociology</td>
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<td>Nov 22</td>
<td>Leadership and identity</td>
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<td>Nov 24</td>
<td>Thanksgiving</td>
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<tr>
<td>Nov 29-Dec 1</td>
<td>The interpersonal basis of leadership</td>
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<tr>
<td>Dec 13</td>
<td>Final Exam, 9 AM</td>
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Course Goals

Content

- Scholars and sages have long puzzled over the nature of leadership. Philosophers raised questions about the nature of leadership itself: its rationality, its utility, and its moral implications; political theorists examined such processes as justice, rights, law, and authority; historians studied the life course of those individuals who were able to change the outcomes of events both large and small. But in the 1900s these scholars were joined by researchers who took an empirical, social science, approach to leadership.
- The primary aim of this course is to review the results of their work, as well as examine the methods they use to extend our understanding of leadership. We will consider basic questions about human behavior, in general, and leadership, specifically.

Topics will include:
- What is leadership, and how do different societies conceptualize leadership?
- How can leadership be studied scientifically?
- Why do people follow leaders?
- Do leaders have distinctive personalities?

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.”

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LDST 102: Leadership and the Social Sciences

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.

Exams: We will have 2 examinations. Items on the tests will cover all course material, no matter what its source (e.g., lectures, text, video). Exams will be multiple choice and/or short answer. Their influence on your grade is substantial.

Research: If available, students can take part in research and/or attend local and/or regional presentations of research. These research opportunities will be detailed in class.

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 a C (average); only the most unengaging active and informed students earn Bs and As. (See Blackboard for details).

Sections of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require I environmentally accommodate the needs of individuals with disabilities. Students who have disabilities should contact their instructors as early in the term as possible to arrange appropriate accommodations. Students with disabilities are encouraged to make their interests known in advance so that appropriate accommodation may be implemented. I will do my best to accommodate students with disabilities.

Instructor Information

Don Forthys is a personality and social psychologist who studies leadership, ethics, group dynamics, and a variety of other interpersonal processes. He received his BS from Florida State University (double major: psychology, brief and sociology) and his Ph.D. in psychology from the University of Florida. He holds the Leo K. and Gaylee Thorsen Chair in Ethical Leadership. He has held positions at the University of Kansas, Virginia Commonwealth University, and the University of Richmond.

Teaching and Learning Methods

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, preparing 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 sophistical, and to discard what is irrelevant.

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

It shows how to accommodate our selves 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 hear 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 come into his own, can ask a question pertinent, and gain a lesson seasonably when he or she has nothing to impede them.

Cardinal Newman, 1852

Teaching and Learning Methods

We will use a variety of structured learning experiences to achieve course goals, including lecture, discussions, demonstrations, activities, projects, etc.

In Class: 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. Also, you may meet in an executive session with a subgroup of students from time to time.

Online: We will also make use of the University’s online Learning Management System: Blackboard. If you are familiar with Blackboard, please spend some time on the system until you are comfortable with it.

On Campus: In addition to in-class and online activities, it would be good if you would take advantage of the wealth of learning opportunities on campus and in the community. Please try to attend at least 2 presentations or academic events during the semester.

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Follow those skillfully and are fully engaged. Higher or lower grades are awarded for superficial 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 dispositive.

In general—but not entirely—grades will be criterion referenced, individualized, and teacher-generated. First, most of the grading in this class will be normed, but in some cases members’ scores will be determined by relative rank. Second, scores will be based on individuals’ evaluations of your work. This course deals with complex subjects and is challenging and you should budget your time accordingly. Cut offs for grades are etched in stone. If logistical problems arise (as in errors in planning that must be corrected), then this system may be revised. I will be notified of any changes.

Considerable thought has gone into the planning of the assignments and assessments for this course. There is no “extra credit” in this class.

Grades

Your grade in the course depends on your successful completion of assigned tasks and overall engagement. A grade of B is awarded to those who complete assignments skillfully and are fully engaged. Higher or lower grades are awarded for superficial 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 dispositive.

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