Leadership and the Social Sciences  
LDST 102-03 – Fall 2017

Instructor: Dr. Allison M.N. Archer  
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Office Hours: Tue 1-2p & by appointment  
Office Location: Jepson Hall 232

Course Time: Tue/Thu, 9-10:15a  
Course Location: Jepson Hall 106  
Course Website: http://blackboard.richmond.edu

This syllabus is intended to give students guidance regarding the structure of this course and the material that will be covered. I will follow the syllabus as closely as possible, but also reserve the right to make changes (to readings, assignments, dates, etc.) as needed.

Description and Goals of the Course
The goals of this course are to introduce you to the study of leadership in the social sciences and promote skills that aid in critical thinking. We will draw on literature primarily from political science, communication studies, and psychology as we learn from both theoretical and empirical explorations of social interaction. We’ll cover topics including: How do we study leadership? Why do some people become leaders? Why do we obey leaders? What tools of persuasion do leaders use? What conditions promote effective monitoring of leaders? Are citizens good at evaluating leaders and holding them accountable? In doing so, our understanding of leadership will be informed by a deeper understanding of the complexities of human behavior.

Readings
The readings for this course include empirical social science articles as well as popular readings (and podcasts!) based on social science research. Two books are assigned:


Copies of all other assigned readings (or links to them) are available on Blackboard. All readings should be done before the class period for which they are listed, as they serve as background for the day’s discussions, class activities, and lecture. Readings may change slightly and new readings may be assigned throughout the semester. It’s important to remember that these texts are just a starting point. My hope is that they will pique your interest so that you explore beyond what is assigned. Additional readings and viewpoints are always welcome in class discussions to help enrich all of our learning experiences.

You will also be required to read one additional book for the group projects at the end of the course. More information and book assignments will be provided later in the semester.
Course Requirements
Your grade in this course will be determined by your performance on the following requirements:

Assignments 1 and 2 (7.5% each = 15%): You will have two written assignments this semester. More details for each will be provided in class.

Reading Responses (10%): While everyone is expected to do all of the readings for each class, you will be responsible for writing roughly one reading response paper per week. The class will be divided into two groups (A and B)—each with assigned response paper dates that are marked on this syllabus. On the assigned dates, each individual in the group will turn in their own paper responding to one of the assigned readings.

If the reading assignment is a series of chapters from a book, you can focus on one chapter or one key result. Reading assignments that are ineligible for response papers are clearly marked on the Readings & Content page in Blackboard. Response papers should be one page long and typed (double-spaced, 12-point font, and one inch margins). They must be printed out and turned in at the beginning of class. Response papers should include the following:

- **Your Name & Title of the Reading** (and book chapter if applicable)
- **Research Question**: What is the primary research question or purpose of this reading?
- **Proposition/Hypotheses**: What are the propositions (hypotheses) posited by the author(s)?
- **Evidence**: If it is a theoretical piece, what are the justifications? If it is a literature review, what are the sources? If it is an empirical piece, what data are analyzed?
- **Conclusions & Critiques**: What are the main conclusions the author reaches? Are they justified given the evidence presented? What critiques might you offer about this piece?

Midterm Exam (20%): The midterm exam will be held in-class on **Tuesday, October 10**. The exam will cover material from class lectures, discussions, and readings.

Final Exam (25%): The final exam will be held on **Tuesday, December 12 from 2-5p**. The exam will be cumulative, and it will cover material from class lectures, discussions, and readings.

Group Project (20%): Students will work in small groups (approx. 4 people per group) on a project that will be presented in class at the end of the semester. Group assignments and specific project details will be provided in class. Note that there will be a peer evaluation component in which students will give feedback on fellow group members’ contributions to the project.
Participation and Events Requirement (10%):

- Students are expected to attend all classes, arrive on time, and be actively engaged in discussions and activities. To do so, all assigned readings should be completed prior to the start of class. Keep in mind that quality (not quantity) matters most for your class participation. Each unexcused absence and inadequate class participation will lower your course grade. The default participation grade will be a C (average), while As and Bs will be given to only the most consistently active, informed, and engaged students.

- Because of the distributed nature of the Jepson experience, students are expected to attend two events during this semester that take place outside of class time. Several options are included in this syllabus. After attending each event, you will write up a brief response to it (1-2 paragraphs) that must be submitted online via BlackBoard Journal (see Tools tab > Journal) within one week of the event. You may, of course, attend more than two events, but only two write-ups are required.

Grading Rubric

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
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<th>Grade</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
<td>B+</td>
<td>88-89</td>
<td>C+</td>
<td>78-79</td>
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<tr>
<td>A</td>
<td>93-97</td>
<td>B</td>
<td>83-87</td>
<td>C</td>
<td>73-77</td>
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<tr>
<td>A-</td>
<td>90-92</td>
<td>B-</td>
<td>80-82</td>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
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Grades will be rounded as follows: 0.01-0.49 will be rounded down; 0.5-0.99 will be rounded up.

Notes

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.

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.”

Plagiarism
Any written work must reflect your own scholarship and adhere to the UR honor code. Please be aware of the University’s policies and guidelines regarding plagiarism.
Violations of these guidelines will not be excused by ignorance and will be reported to the Honor Council.

Make-Up Exams and Assignment Extension Policy
Make-up exams and assignment extensions will only be permitted under extraordinary circumstances. Students seeking either must provide a letter from the Dean. Late work for any items will result in a loss of 10 percentage points for each day it is late (unless an acceptable excuse is provided). “One day late” begins when I leave the class period in which the item is due. Make-up exams may differ in form from those taken by the rest of the class.

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/

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

Computers, Cell Phones, and Tablets
Cell phones, laptops, and tablets may not be used during class. 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 or if you feel it is essential that you take notes in class using a laptop, please let me know so that arrangements can be made. Illegitimate use of phones, laptops, or tablets will result in a grade of zero for class participation.

Office Hours
Please feel free to stop by my office hours (Tuesdays 1-2p and by appointment). My goal is to help you get the most you can out of this class. I’ve set this time aside for you, and welcome any questions about lectures, readings, research, or just a quick hello.
Other Campus Resources

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** ([http://asc.richmond.edu](http://asc.richmond.edu), 289-8626 or 289-8956): Assists students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information conceptualization, concentration, and related techniques; working on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encouraging campus and community involvement.

**Career Services** ([http://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** ([http://wellness.richmond.edu/offices/caps/](http://wellness.richmond.edu/offices/caps/) 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 short-term counseling and psychotherapy, crisis intervention, psychiatric consultation, and related services.

**Speech Center** ([http://speech.richmond.edu](http://speech.richmond.edu) or 289-6409): 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.

**Writing Center** ([http://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.

**Boatwright Library Research Librarians** ([http://library.richmond.edu/help/ask/](http://library.richmond.edu/help/ask/) or 289-8876): Research librarians assist students with identifying and locating resources for class assignments, research papers and other course projects. Librarians also provide research support for students and can respond to questions about evaluating and citing sources. Students can email, text or IM or schedule a personal research appointment to meet with a librarian in his/her office on the first floor Research and Collaborative Study area.
<table>
<thead>
<tr>
<th>DATE</th>
<th>DAY</th>
<th>TOPIC</th>
<th>READING GROUP</th>
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<tbody>
<tr>
<td>8/29/17</td>
<td>T</td>
<td>Introductions and start to Social Science Approaches and Methods</td>
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<tr>
<td>8/31/17</td>
<td>R</td>
<td>Social Science Approaches and Methods</td>
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<tr>
<td>9/5/17</td>
<td>T</td>
<td>Social Science Approaches and Methods</td>
<td></td>
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<tr>
<td>9/7/17</td>
<td>R</td>
<td>Foundations for Leadership: Our Need for Leaders; Conditions for their Emergence and Authority</td>
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<tr>
<td>9/12/17</td>
<td>T</td>
<td>Groups and Leadership</td>
<td>A</td>
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<tr>
<td>9/14/17</td>
<td>R</td>
<td>What Makes a Leader a Leader?</td>
<td>B</td>
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<tr>
<td>9/19/17</td>
<td>T</td>
<td>What Makes a Leader a Leader?</td>
<td>A</td>
</tr>
<tr>
<td>9/21/17</td>
<td>R</td>
<td>Authority and Obedience to Leaders</td>
<td>B</td>
</tr>
<tr>
<td>9/26/17</td>
<td>T</td>
<td>Authority and Obedience to Leaders</td>
<td>A</td>
</tr>
<tr>
<td>9/28/17</td>
<td>R</td>
<td>How Leaders Influence Others</td>
<td>B</td>
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<tr>
<td>10/3/17</td>
<td>T</td>
<td>Tools of Persuasion: Priming</td>
<td>A</td>
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<tr>
<td>10/5/17</td>
<td>R</td>
<td>Tools of Persuasion: Framing</td>
<td>B</td>
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<tr>
<td>10/10/17</td>
<td>T</td>
<td>In-Class Midterm Exam</td>
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<tr>
<td>10/12/17</td>
<td>R</td>
<td>The Media and Leadership</td>
<td>A</td>
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<tr>
<td>10/17/17</td>
<td>T</td>
<td>No Class – Enjoy Fall Break!</td>
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<tr>
<td>10/19/17</td>
<td>R</td>
<td>The Media and Leadership</td>
<td>B</td>
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<tr>
<td>10/24/17</td>
<td>T</td>
<td>No Class – Reading Day for Final Project</td>
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<tr>
<td>10/26/17</td>
<td>R</td>
<td>Race and Leadership</td>
<td>A</td>
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<tr>
<td>10/31/17</td>
<td>T</td>
<td>Final Project Research Workshop at Library</td>
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<tr>
<td>11/2/17</td>
<td>R</td>
<td>Implicit Cognition and Biases</td>
<td>B</td>
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<tr>
<td>11/7/17</td>
<td>T</td>
<td>Gender and Leadership; Gubernatorial Election Day</td>
<td>A</td>
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<tr>
<td>11/7/17</td>
<td>T</td>
<td>Assignment 2 due at start of class</td>
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<tr>
<td>11/9/17</td>
<td>R</td>
<td>Gender and Leadership</td>
<td>B</td>
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<tr>
<td>11/14/17</td>
<td>T</td>
<td>Selecting Leaders: Electoral Decision Making</td>
<td>A</td>
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<tr>
<td>11/16/17</td>
<td>R</td>
<td>Selecting Leaders: Voter Turnout</td>
<td>B</td>
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<tr>
<td>11/21/17</td>
<td>T</td>
<td>Representation and Accountability</td>
<td>A</td>
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<tr>
<td>11/23/17</td>
<td>R</td>
<td>No Class – Happy Thanksgiving!</td>
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<tr>
<td>11/28/17</td>
<td>T</td>
<td>Representation and Accountability</td>
<td>B</td>
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<tr>
<td>11/30/17</td>
<td>R</td>
<td>Group Presentations</td>
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<tr>
<td>12/5/17</td>
<td>T</td>
<td>Group Presentations</td>
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<tr>
<td>12/7/17</td>
<td>R</td>
<td>Group Presentations; Final Exam Review &amp; Course Wrap Up</td>
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<tr>
<td>12/12/17</td>
<td>T</td>
<td>Final Exam (2-5p)</td>
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Possibilities for Events Requirement

**Sharp Lecture Series: Forum on Free Expression**
- Wednesday, September 6, 2017 from 7:30-9:30p
- Queally Center
- Dr. Jeffrey Herbst, president and CEO of the Newseum, will open the 2017-2018 Sharp Lecture Series with a Forum on Freedom of Expression. This lecture will provide a framework for later lectures this year from the Virginia gubernatorial candidates and on immigration. Dr. Herbst was formerly the president of Colgate University and is the author of the award-winning “States and Power in Africa” and, with co-author Greg Mills, “Africa’s Third Liberation” as well as the recently published “How South Africa Works and Must Do Better.”

**Bioethics, Race, and Healthcare**
- Thursday, September 14, 2017 from 6-8:30p
- Tyler Haynes Commons, Alice Haynes Room
- Dr. Joan Harrell & Dr. Wylin Wilson from Tuskegee University, along with leadership studies professor Julian Hayter, lead a conversation on bioethics, health policy and race. The main purpose of this forum is to provide a venue for the examination and discussion of some of the leading causes and consequences of the significant racial health disparities in the U.S. It is also intended to address the bioethical argument posed by various scholars that “we should work to eliminate these health disparities because their existence is a moral wrong that needs to be addressed.”

**Vision and Division: Using Economics to Solve Racial Inequality**
- Monday, September 18, 2017 at 4:30p
- Jepson Alumni Center
- This program, part of the Jepson Leadership Forum, features Roland G. Fryer Jr., Henry Lee Professor of Economics and Faculty Director of EdLabs at Harvard University.

**The Future of Sexual Privacy Online: Five Ways to Combat Revenge Porn on College Campuses**
- Tuesday, September 19, 2017 at 7:00p
- Robins School of Business, Ukrop Auditorium
- This program, part of the WILL/WGSS Speaker Series, features Carrie Goldberg a victims’ rights lawyer in Brooklyn. She fights for victims of online harassment, sexual assault, and coercion. She is most known for work involving revenge porn. As more students rely on social media to communicate, universities need to implement effective and immediate responses to the harms of online harassment and abuse. Carrie will address how faculty, students and administrators can combat revenge porn and empower victims of online abuse.

**Sharp Lecture Series: Conversation with Gubernatorial Candidates, Lt. Governor Ralph Northam and Ed Gillespie**
• Wednesday, October 11, 2017 with estimated start at 7:30p
• Location TBD

Vision and Division: Talking to Terrorists
• Thursday, October 19, 2017 at 7:00p
• Jepson Alumni Center
• This program, part of the Jepson Leadership Forum, features Rukmini Callimachi, Award-winning foreign correspondent for *The New York Times*.

Friends Divided: John Adams and Thomas Jefferson
• Friday, October 25, 2017 at 4:30p
• Carole Weinstein International Center, International Commons
• This program, part of the Jepson School’s John Marshall International Center speaker series, features Gordon S. Wood, Alva O. Way University Professor and Professor of History Emeritus at Brown University.

Lecture with Leland Melvin
• Thursday, October 26, 2017 from 6:00-7:00p
• Modlin Center, Camp Concert Hall
• In this program, sponsored by the Jepson School of Leadership Studies, UR’s own Leland Melvin will talk about his book “Chasing Space: An Astronaut’s Story of Grit, Grace, and Second Chances.”

Sharp Lecture Series: Antonio Jose Vargas
• Tuesday, November 14, 2017 with estimated start time of 7:30p
• Location TBD
• This program features Jose Antonio Vargas, founder and CEO of Define American, an advocacy organization that uses storytelling to humanize the conversation around immigration, citizenship, and identity in a changing America.

Vision and Division: Listening as Leadership
• Thursday, November 16, 2017 at 7:00p
• Jepson Alumni Center
• This program, part of the Jepson Leadership Forum, features Dennis Whittle, Co-founder of Feedback Labs and GlobalGiving, the world’s first crowdfunding and crowdsourcing website.

Global Environment Speaker Series: Abigail Abrash Walton
• Wednesday, November 29, 2017 at 5:00p
• Location TBD
• This program features Abigail Abrash Walton, Professor of Environmental Studies at Antioch University and Founder of ActionWorks.