Leadership and the Social Sciences (LDST 102)
Spring 2011

Instructor: Dr. Elizabeth Faier (Liz)
Office Hours: by appt. and/or stop by to see if I am available
Office Details: Jepson Hall 233; 287-6045
Email: efaier@richmond.edu
Course Times & Locations: Sec 3, 10:30-11:45 am; Jepson Hall 102
Sec 4 3:00-4:15 pm; Jepson Hall 102
Blackboard: http://blackboard.richmond.edu

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. Much of this course requires us to imagine and theorize our modern world asking questions not only about leadership but also inquiring into related issues such as the nature of society, the role of the individual, what enables and constrains human agency, technology, and the influence of globalization on today’s communities.

Course topics and questions include: Is leadership universal? How do power and authority differ from leadership? In what ways do leadership communicate? In what ways do gender, class, and race influence leadership behaviors and outcomes? How does leadership operate in different environments such as groups and organizations? Are there modern and traditional forms of leadership? Do people lead differently in local and global contexts? Are leaders distinct personalities? Why do we need leadership? Does leadership differ across societies? What issues and questions are essential to leadership in today’s increasingly complex world? 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 science disciplines frame research questions and employ distinct methodologies, and
• utilize social science theories and studies within personal 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. 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:
• Reserve Readings (on Blackboard or hyperlinked in the schedule)

Course Assignments
Participation: 10%
Participation includes leading classes, commenting on Blackboard, actively contributing substance to discussions, introducing materials, and actively taking part in all class activities (you will also be asked to conduct some “experiments” and bring your results to class). It is not “attendance” although absences & tardies will negatively impact the grade.

Quizzes: 10%
Throughout the semester there will be “surprise” short reading quizzes; some quizzes might be administered through Blackboard. Depending on how many quizzes we have during the semester, I will drop your lowest quiz (or 2, depending on how many we have). You cannot make up a quiz unless there is an official excused absence.

Midterm: 25%
There will be an in-class midterm examination.

Final: 25%
During the scheduled exam period (please see the university’s final exam schedule), there will be a final examination (cumulative).

Group Paper: 23%
In groups of 4, you will conduct original research. All members of each group receive the same grade. We will discuss this further when the assignment sheet is distributed.

Individual Response (to group paper): 7%
Once the group paper is turned in, students will write up a) a confidential evaluation of group members and b) a response to their paper. We will discuss this further when the assignment sheet is distributed.

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). If you miss class, please contact a peer for notes.

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 much 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**

Late assignments will receive a penalty of one grade for each day late. Assignments will receive a penalty of two grades if you are absent or late to class on the day the assignment is due (and then the day/grade policy applies afterward).

**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.

**General Grading Standards:**

“A” work is well written, well argued, and thoroughly conversant with the source material, containing no major inaccuracies or contradictions, and illustrating subtlety and nuance of argument. “A” papers consist of interesting, substantial thoughts well packaged in technically proficient writing.

“B” work attempts to forward an argument and shows good familiarity with and understanding of the source material, and is generally well written. There are generally two genres of “B” work: papers that have some of the qualities of an “A” paper, but also contain serious flaws; and papers that contain no serious flaws, but also lack originality or depth of perceptiveness, or simply fail to be persuasive.

“C” work makes an attempt to complete an assignment but contains substantial flaws, either of writing quality, inadequate comprehension of the material, unsupported arguments, and/or logically contradictory or implausible arguments.

“D” and “F” work refers to papers that are seriously inadequate and fail to meet the basic requirements of the assignment.

**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. You should expect to plan for about 3-4 hours/week of reading and preparing for classroom activities (i.e. this approximation does not include additional work such as papers or exams) If you are a slow reader, have study skill challenges, or in general find the material unfamiliar or confusing, you will need to devote more time to the readings and/or seek out assistance through campus organizations. Please 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.

**Schedule of Topics & Readings**

Throughout the semester, the schedule of readings will be modified as needed.

® (reserve readings on Blackboard)

hyperlinks (readings you can access directly - once logged into our library system, if jstor articles do not open correctly, you can search for them in jstor by author and title)

$ (texts you purchased)

First Things First

| January 12 | Introduction to course & discussion of syllabus |
| January 14 | Why social science can save the world or, what makes a social science “social” and “scientific”? |
| January 19 | Searching for leadership: Do we need it? What is it? How do we study it? |
This Modern World: Society, Community, & The Individual

January 21  Durkheim: Theorizing modern society & social facts
© Durkheim, Emile. Excerpts from Rules for Sociological Method & Suicide

January 26  Belonging and identity: Real life and virtual communities
© Delanty, Gerard. Excerpts from Community

January 28  Me, myself, & I: Individuals & selves
© Goffman, Erving (1959) Excerpt from The Presentation of Self in Everyday Life

© Mead, George Herbert (1934) Excerpt from Self

February 2  Who’s who? Leadership personalities & identity theory


February 4  The chicken & the egg: What comes first in making a success story?
$ Gladwell, Malcolm. Outliers Chs Intro, 1, 2

February 9  “People are stranger, when you’re a stranger...” or, does difference matter?
© Simmel, Georg. Excerpts 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

$ Gladwell, Malcolm. Outliers Ch 4

Big Sticks & Soft Words: Explorations into Power & Authority

February 11  Simon Says: Authority & Milgram’s experiment

© Meyer, P. (1970) “If Hitler asked you to electrocute a strange, would you?” Esquire (optional)


February 16  Domination & forms of authority
© Weber, Max (1925) Excerpt The Types of Legitimate Domination

February 18  
**Fundamentals of power**  

® Braynion, Paula (2004). “Power and Leadership” *Journal of Health Organization and Management*; 18, 6

® Lukes, Steven. Excerpts from *Power*

February 23  
**Power game simulation**

February 25  
**Midterm**

March 2  
**Getting the point across: Persuasion & messages**  


March 4  
**Sticks & stones can break my bones but words can…: Power & language**  
$ Gladwell, Malcolm. *Outliers* Ch. 7


March 9-11  
**Spring break!!!!**

**Change (?), Conflict, & Collaboration at Home**

March 16  
**Iron cages and McDonalds: Rationality in institutions & bureaucracies**  

TBD McDonaldization and Weberian materials

Freakonomics video on crack dealing

March 18  
**“I can bring home the bacon, fry up in a pan…”: Does gender matter?**  
® Eagly, Alice. Harvard Business Review article

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<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
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<tbody>
<tr>
<td></td>
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<td>§ Gladwell, Malcolm. Outliers. Skim Ch 6 for ethnographic information about KY</td>
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<tr>
<td>March 30</td>
<td>Race in the USA PT 1</td>
<td>$ Robinson, Eugene. Disintegration TBD</td>
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<td>April 1</td>
<td>Race in the USA PT 2</td>
<td>$ Robinson, Eugene. Disintegration TBD</td>
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<td>April 6</td>
<td>Race in the USA PT 3</td>
<td>$ Robinson, Eugene. Disintegration TBD</td>
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<td>Gladwell, Malcolm. Outliers Epilogue</td>
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<td>Our Global World: Flows of Ideas, Migration, Inequality, and Power</td>
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<td>April 8</td>
<td>Globalization and Labor</td>
<td>$ Gamburd, Michele Ruth. The Kitchen Spoon’s Handle Chs Introduction, 1</td>
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<td>April 13</td>
<td>Working Abroad</td>
<td>$ Gamburd, Michele Ruth. The Kitchen Spoon’s Handle Chs 4-6</td>
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<td>April 15</td>
<td>Women’s Roles in Flux (Or, Is Global Capitalism Empowering?)</td>
<td>The Oath (movie)</td>
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<td>$ Gamburd, Michele Ruth. The Kitchen Spoon’s Handle Chs 7-8, Conclusion</td>
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<td>April 20</td>
<td>Terror, Violence, &amp; Globalization</td>
<td>The Oath (movie)</td>
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<td>© Appadurai, Fear of Small Numbers excerpt</td>
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<td>April 22</td>
<td>Who Are We? What’s Ahead? Last Day of Class Wrap-Up</td>
<td>“What is it about 20-Somethings?”</td>
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