LEADERSHIP AND THE SOCIAL SCIENCES
LEADERSHIP 102-01/02 SPRING 2012

INSTRUCTOR: Dr. Crystal Hoyt
EMAIL: choyt@richmond.edu
PHONE: 804-287-6825

OFFICE HOURS: MONDAY 4PM-6PM
OFFICE LOCATION: Jepson 132

COURSE TIME AND LOCATION: Monday, Wednesday 9-10:15am; 10:30-11:45am Jepson Hall 107

COURSE WEBSITE: http://blackboard.richmond.edu

READINGS:
The readings for this course consist of a mix of empirical social science articles and more popular readings based on social science research. Most of the readings will be available through BlackBoard. In addition to those readings, three books are assigned for this course. The readings may change slightly and other readings may be assigned during the semester. The assigned readings provide the background and context for classroom lecture and discussion, therefore, you should read the readings before the class period during which they are discussed.


DESCRIPTION AND GOALS OF THE COURSE:

This course is designed to introduce you to the study of leadership through theoretical and empirical explorations of social interaction. Using findings from a variety of the social sciences (e.g., psychology, economics, political science, sociology...) we will explore questions central to an understanding of leadership: Why is leadership so important to us? Are leaders born or made? What drives overconfidence, irrational thought, and self-serving biases? How do people regulate their behavior? Why do people obey authority? How does power impact people? What are the fundamentals of persuasion and social influence? What is so important about being treated fairly by a leader? Is leadership a real phenomenon or is it just in the eye of the beholder? How do expectations and stereotypes impact how we perceive leaders? Thus, the ultimate goal of the course is to advance your understanding of leadership through an increased appreciation of the rich complexities of human behavior.

COURSE REQUIREMENTS

Your grade in the course will be determined by performance on the following course requirements:

1. WRITTEN ASSIGNMENTS: You will be required to write two papers this semester. The first paper is due Feb 22nd. The second paper is due on the last day of class. Details for each assignment will be provided in the course.
2. **Examinations:** There will be two exams in this course, one midterm and one cumulative final. The exams will cover information from both in-class discussions and reading assignments.

3. **Activities and Research Participation:** We will engage in a variety of activities throughout the semester. For example, students will be asked to attend some Jepson events that occur outside of class time and to participate in and/or attend local presentations of research.

4. **Class Participation:** This course is predicated on the active participation of all members. You are expected to attend all classes, arrive on time, and fully engage in discussions and activities. The emphasis is on quality of class participation rather than quantity. Each unexcused absence will penalize your final grade. The class discussions and activities are highly dependent upon the assigned reading for the day. You must come to class fully prepared to discuss the assigned readings. Inadequate class participation will lower your course grade.

### Makeup Exams and Paper Extension Policy

Only under extraordinary circumstances will a make-up exam be administered or will a late paper be accepted. When these extraordinary circumstances arise, a letter from the Dean is required. A paper turned in late without an acceptable excuse will be docked 10 percentage points for each day it is late. Makeup exams may take an alternative form to that taken by the rest of the class.

**Elements of Your Grade:**

Grades in this course will be based on your performance on the course requirements described above. Good performance on each assignment and exam is important to your overall success in this course.

**Final grades** in the course will be based on the percentage of total points that you earn, according to the following cutoffs:

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<th>Percentage Range</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
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<tr>
<td>80-89%</td>
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<td>70-79%</td>
<td>C</td>
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<tr>
<td>60-69%</td>
<td>D</td>
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<tr>
<td>50-60%</td>
<td>F</td>
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<tr>
<td>&lt;$50%</td>
<td>Utter humiliation</td>
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*Plus and minus grades are not shown but will be used*

**Honor Code:** Every piece or written work presented by individual students must have the honor pledge with the student’s signature on it. The pledge is: “I pledge that I have neither given nor received unauthorized assistance during the completion of this work.”

**Students with Disabilities:** If you have a verified disability and would like to discuss special academic accommodations, please contact me during the first week of class to arrange reasonable and appropriate accommodations.
**OTHER CAMPUS RESOURCES:**

**Academic Skills Center** ([http://asc.richmond.edu](http://asc.richmond.edu) or 289-8626) helps students assess their academic strengths and weaknesses; hone their academic skills through teaching effective test preparation, critical reading and thinking, information processing, concentration, and related techniques; work on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encourage campus and community involvement.

**Career Development Center** ([http://cdc.richmond.edu/](http://cdc.richmond.edu/) or 289-8547) can assist you in exploring your interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate and professional school options, and landing your first job. We encourage you to schedule an appointment with a career advisor during your first year.

**Counseling and Psychological Services** (289-8119) assists students in meeting academic, personal, or emotional challenges. Services include assessment, short-term counseling and psychotherapy, crisis intervention 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** 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: [http://writing.richmond.edu](http://writing.richmond.edu)

**Boatwright Library Research Librarians** assist students with identifying and locating the best resources for class assignments, research papers and other course projects. Librarians also assist students with questions about citing sources correctly. Students can schedule a personal research appointment, meet with librarians at the library’s main service desk, email, text or IM. Link to [http://library.richmond.edu/help/ask.html](http://library.richmond.edu/help/ask.html) or call 289-8669.
### Class Schedule and Reading Assignments

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignments</th>
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<tr>
<td>Jan 9</td>
<td>Introductions and all that jazz</td>
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<td></td>
<td></td>
<td>Reis &amp; C. E. Rusbult (Eds), Close relationships: Key readings (pp. 483-492). NY: Psych Press.</td>
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<td>Helmreich, R., Aronson, E., &amp; LeFan, J. (1970). <em>To err is humanizing</em>—sometimes: Effects of self-</td>
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<td></td>
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<td>esteem, competence, and a pratfall on interpersonal attraction. <em>JPSP</em>, 16, 259-264.</td>
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<td>Jan 23</td>
<td>Social animals: The need to belong and the need for leaders</td>
<td>Baumeister, R. F., Brewer, L. E., Tice, D. M., &amp; Twenge, J. M. (2007). Thwarting the need to belong:</td>
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<td>Understanding the interpersonal and inner effects of social exclusion. <em>Social and Personality</em></td>
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<td><em>Psychology Compass</em>, 1, 506-520.</td>
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<td>Jan 25</td>
<td>Library research with Ms. Lucretia McCulley; Boatwright Computer Classroom</td>
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<td>Jan 30</td>
<td>Our vulnerability to toxic leaders…and becoming one ourselves</td>
<td>Lipman-Blumen, J. (2005). <em>Within ourselves</em>: Psychological needs that make us seek leaders. Chapter 2</td>
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<td>Hoyt, George Goethals, and Donelson R. Forsyth (Eds), <em>Social Psychology and Leadership</em>. New York:</td>
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<td>Praeger</td>
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<td>Mystery*. Chapter 1, The Matthew effect, Chapter 2, The 10,000-hour rule, Chapter 3, The trouble with</td>
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Leaders need to self-regulate, too

Feb 8  The confident and competent leader

Feb 9  **TALK: Wise Women Speak: Powerful Career Tips from Powerful Career Women**
Joan Williams—Advocate for gender equality
*Thursday, February 9, 2012 • 7 p.m. • Jepson Alumni Center*

Feb 13  Understanding self-control

Feb 15  What’s not to love? The Narcissistic leader

Feb 20  Where’s the logic? (Paper 1 due)

Feb 22  I can because I’m special: Self-serving biases and self-justification (Paper 1 due)

Feb 23  **TALK: What the Words of Presidents (and Presidential Candidates) Reveal About Them and About Us**
Karlyn Kohrs Campbell and Kathleen Hall Jamieson—Critics of political discourse
*Thursday, February 23, 2012 • 4:30 p.m. • Alice Haynes Room, Tyler Haynes Commons*
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| Feb 27 | Self-interest, fairness, and social value orientations  
| Feb 29 | Midterm Exam |
| Mar 5-7 | Spring Break- Have Fun! |

### Social Influence

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| Mar 12 | Winning friends and influencing people: Social Influence  
| Mar 14 | The art of persuasion  
| Mar 19 | The art of persuasion...cont.  
- Same as above |
| Mar 21 | Does power corrupt?  
| Mar 26 | Understanding obedience to authority  
| Mar 28 | Study Day: Individual meetings to discuss paper ideas |
| Apr 2 | Oppression and Opportunity  
| Apr 3 | **TALK: One Book, One Campus panel on Half the Sky**  
University of Richmond Deans  
**Tuesday, April 3, 2012 • 4:30 p.m. • The Pavilion, Jepson Alumni Center** |
Perceptions, expectations, and leadership

Apr 4  Perceiving leaders: Deifying the Dead and Downtrodden

Apr 9  Why the mind gets what it expects

Apr 11 Perceiving leaders: Why we fall for tall, dark, and handsome male leaders

Apr 16 The threatening nature of stereotypes

Apr 18  Course Wrap-up

**FINAL EXAM:**
9am course: Saturday April 28, 9am-noon;
10:30am course: Tuesday April 24, 9am-noon