LEADERSHIP AND THE SOCIAL SCIENCES
LEADERSHIP 102- SPRING 2013

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

OFFICE HOURS: By Appointment
OFFICE LOCATION: Jepson 132

COURSE TIME AND LOCATION: Monday, Wednesday, 9-10:15am and 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.


You will also be required to read one of the four books below:

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? 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? 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 February 15th, by 5pm. The second paper is due April 26th, by 5 pm. 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. The ‘research and events requirements’ detailed at the end of the syllabus describes some of these activities. Details for other activities will be provided in the course.

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.

The weights assigned to each course requirement are as follows:
- Paper 1: 15%
- Paper 2: 20%
- Midterm Exam: 25%
- Final exam: 30%
- Activities, research participation, and class participation: 10%

**Final Grades** in the course will be based on the following cutoffs:

<table>
<thead>
<tr>
<th>Percentages for final grades:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>F</td>
</tr>
<tr>
<td>Utter humiliation</td>
</tr>
</tbody>
</table>

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), 289-8626 or 289-8956): Supports students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information processing, 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): Assists students in exploring their interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate and professional school options, and landing a first job. We encourage students to schedule an appointment with a career advisor during their first year.

**Counseling and Psychological Services** ([http://caps.richmond.edu](http://caps.richmond.edu) or 289-8119): Assists students in meeting academic, personal, or emotional challenges. Services include assessment, 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 peer writing consultants who offer friendly critiques of written work.

**Boatwright Library Research Librarians** ([http://library.richmond.edu/help/ask.html](http://library.richmond.edu/help/ask.html) or 289-8669): 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.
# Class Schedule and Reading Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 14</td>
<td>Introductions and all that jazz</td>
</tr>
<tr>
<td>Jan 16</td>
<td>Introducing social science approaches and methodology</td>
</tr>
<tr>
<td>Jan 21</td>
<td>Library research with Ms. Lucretia McCulley;</td>
</tr>
<tr>
<td></td>
<td>9am class: Location: Jepson G-24A, Jepson Hall.</td>
</tr>
<tr>
<td></td>
<td>10:30am class: Location: Boatwright Computer Classroom, Basement Level 2, Boatwright.</td>
</tr>
<tr>
<td>Jan 23</td>
<td>Introducing social science approaches and methodology, cont.</td>
</tr>
<tr>
<td>Jan 23</td>
<td><strong>TALK: Curt Tofteland</strong></td>
</tr>
<tr>
<td></td>
<td>Curt Tofteland, creator of the Shakespeare Behind Bars program, is breaking barriers with the nation's first program that uses Shakespeare to build community with the incarcerated. All the world's a stage.</td>
</tr>
<tr>
<td></td>
<td><strong>Wednesday, January 23, 2013 • 7 p.m. • Jepson Alumni Center</strong></td>
</tr>
<tr>
<td>Jan 28</td>
<td>Social animals: The need to belong and the need for leaders</td>
</tr>
<tr>
<td>Jan 30</td>
<td>The cult of personality and identity politics</td>
</tr>
<tr>
<td>Feb 4</td>
<td>The importance of context: culture, community, family, generation.</td>
</tr>
</tbody>
</table>
A glimpse at the self: A leader perspective

Feb 6
What’s not to love? Narcissism and leadership

Feb 11
Self-control, self-regulation, and leadership

Feb 13
Does power corrupt?

Feb 15
Paper 1 due

Feb 18
(Ir)rational beings: Where’s the logic?

Feb 20
I can because I’m special: Self-serving biases and self-justification

Feb 25
Midterm Exam
An interpersonal perspective to leadership

Feb 27  The art of persuasion

Feb 27  TALK: Richard Rhodes
  Pulitzer Prize-winning author and noted nuclear historian Richard Rhodes discusses Hedy’s Folly: The Life and Breakthrough Inventions of Hedy Lamarr, the Most Beautiful Woman in the World.
  Wednesday, February 27, 2013 • 7:30 p.m. • Camp Concert Hall

Mar 4  The art of persuasion continued

Mar 6  Winning friends and influencing people: Social Influence

Mar 18  Presidential Debates
  Guest lecturer: Dr. Al Goethals

Mar 18  TALK: Lisa Diamond
  New Perspectives on female sexual desire and orientation
  Monday, March 18, 2013 • 4:30 p.m. • International Center

Mar 20  Understanding obedience to authority

Mar 25  Our vulnerability to toxic leaders…and becoming one ourselves

Mar 27  Perceiving leaders: Deifying the Dead and Downtrodden
Apr 1  Why the mind gets what it expects

Apr 3  Perceiving leaders: Why we fall for tall, dark, and handsome male leaders

Apr 8  Perceiving leaders and the potentially threatening nature of stereotypes

Apr 10 The potentially threatening nature of stereotypes continued....

---

**Leadership to What Ends:**
Taking a social science perspective to contemporary social problems

---

**April 15**

**TALK:** Nan Keohane
The former president of Duke University and the first woman president of both a women's college and a major research university, political theorist Nan Keohane shares insights about leadership out front and discusses the behind-the-scenes leadership of social and political movements around the globe.

**Monday, April 15, 2013 • 7 p.m. • Jepson Alumni Center**

---

**April 17**

**GROUP 1: Oppression and Opportunity**

**GROUP 2: Climate of Uncertainty**

---

**April 22**

**GROUP 3: Education in America**
  - Ryan, J. E. (2010). *Five miles away, a world apart: One city, two schools, and the story of*
GROUP 4: Poverty and work

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 24</td>
<td>Course Wrap-up</td>
</tr>
<tr>
<td>Apr 26</td>
<td>Final paper due</td>
</tr>
</tbody>
</table>

**FINAL EXAM:**
- 9am class: Tuesday, April 30, 9-noon.
- 10:30am class: Monday, April 29, 9-noon.
Leadership and the Social Sciences
LDST 102, Spring 2013
Research and Events Requirements

Research Requirement
Because we think that one of the best ways to learn about research is to actually be involved in the process, students in LDST102 are expected to volunteer to be participants in research projects. You will be asked to participate in 4 studies this semester. Many of the topics we will be studying this semester were discovered with the help of students, like you, who volunteered to take part in research pertaining to leadership and influence processes. As is the case at most major universities, researchers at the University of Richmond are currently studying a number of topics that are related to leadership—such as personality, cognition, memory, group behavior, and sex differences—and they need your help to carry out this research. Researchers will contact you periodically throughout the semester, via SpiderBytes and email, and ask if you have time to take part in their research. Involvement can vary from responding to an online survey to going to a laboratory to take part in an experiment. If you agree to take part in a research session, it is important that you be sure to attend at the time scheduled.

The Jepson School of Leadership appreciates the help you give by participating, but if you don’t wish to volunteer there are other ways for you to learn about research first hand. Each semester researchers, from both UR and from other Universities, deliver presentations in which they describe their research. If you wish, you can attend such a talk, write a one paragraph summary, and submit that in place of an hour of participation. It is important, however, that the talk you attend is research-based. Usually, that will be obvious, because the presenter is a social scientist and will use powerpoints to discuss his or her findings. If you have a question about a talk qualifying, just ask.

After participating in each study (or attending each talk), write down the title of the study, the researcher’s name, the date you participated, and a brief description of the study on the sheet attached. I will collect this information at the end of the course.

Events Requirement
Because of the distributed nature of the Jepson experience, students are asked to attend several events that occur outside of regular class hours. Please note the four events highlighted on the syllabus. You are required to attend THREE of these talks and after attending each event, you are asked to write up a brief response to the event and submit online in the BlackBoard Journal within one week of the event. If you will be unable to attend three of the events, you will need to identify this ahead of time and you are required to find and read a piece of research written by the event speaker that is related to the topic of the talk. You are asked to submit online a brief response to the paper in lieu of your response to the talk. Of course, you will need to reference the research you are writing about.
Your name:_________________________________

Research Requirement

<table>
<thead>
<tr>
<th>Date:</th>
<th>Title of Study:</th>
<th>Researcher’s name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Brief description of study:

<table>
<thead>
<tr>
<th>Date:</th>
<th>Title of Study:</th>
<th>Researcher’s name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Brief description of study:

<table>
<thead>
<tr>
<th>Date:</th>
<th>Title of Study:</th>
<th>Researcher’s name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Brief description of study:

<table>
<thead>
<tr>
<th>Date:</th>
<th>Title of Study:</th>
<th>Researcher’s name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Brief description of study: