LEADERSHIP AND THE SOCIAL SCIENCES
LEADERSHIP 102- SPRING 2015

INSTRUCTOR: Dr. Crystal Hoyt
EMAIL: choyt@richmond.edu
OFFICE HOURS: WEDNESDAY 3-5PM
PHONE: 804-287-6825

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 types of issues studied by social scientists at the Jepson School of Leadership Studies. In this course we will focus on 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 are critical contributors to people’s success? 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? Finally, we will apply the theoretical and empirical work to current events and relevant policy issues. 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 (15%, 25%): You will be required to write two papers this semester. The first paper is due February 21st. The second paper is due April 25th. Details for each assignment will be provided in the course.

2. EXAMINATIONS (20%, 30%): 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 (10%): We will engage in a variety of activities throughout the semester. For example, you 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. 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. Each unexcused absence and 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 by 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.

HONOR CODE: 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.”

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.

AWARDING OF CREDIT: To be successful in this course, you should expect to devote an average of 10-14 hours each week to preparing for class, participating in class sessions, studying course related materials, and completing course assignments.

RELIGIOUS OBSERVANCE: You should notify me within the first two weeks of classes if you will need accommodations for religious observance.
**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

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<th>Topic</th>
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<tr>
<td>Jan 12</td>
<td>Introductions and all that jazz</td>
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<td>Jan 14</td>
<td><strong>“Ice Day” - No Class</strong></td>
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<td>Jan 19</td>
<td><strong>No Class - MLK Day!</strong></td>
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<td><strong>EVENT</strong></td>
<td><strong>THE CULTURAL CONTEXT OF CONFLICT</strong></td>
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<td>Dr. Pauline Weissner, Professor of Anthropology at University of Utah</td>
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<td><em>Monday, January 26, 2015, 7 p.m., Jepson Alumni Center</em></td>
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<td>Feb 2</td>
<td>Library research with Ms. Lucretia McCulley; Location Boatwright Computer Lab</td>
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Leadership from a trait perspective


Self-control, self-regulation, and leadership


EVENT

How Cultures Thrive by Exploiting Men

Dr. Roy Baumeister, the Francis Eppes Eminent Scholar and Professor of Psychology, Florida State University
February 17, 2015, 7 p.m., Jepson Alumni Center

Does power corrupt?


(Ir)rational beings : Where’s the logic and accuracy?


An interpersonal perspective to leadership

Social Influence and Presidential Debates
Guest professor: Dr. Al Goethals


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

Introduction and Chapter 1: Cognitive dissonance; The engine of self-justification.


Mar 4 Midterm Exam

### An interpersonal perspective to leadership

Mar 16 The art of persuasion

Mar 18 Winning friends and influencing people: Social Influence

### EVENT

**Cultures Music Movements in a Capitalistic Democracy**

Dar Williams, Singer, Songwriter, and Lecturer, Wesleyan University

*March 18, 7 p.m., Camp Concert Hall*

Mar 23 Understanding obedience to authority

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

### Focusing on the followers: Perceptions, expectations, and leadership

Mar 30 Why the mind gets what it expects

Apr 1 Perceptions and race: The power of the media and the colorblind ideology

Apr 6 Our unconscious mind: An overview

Apr 8 Perceiving leaders: Why we fall for tall, dark, and handsome male leaders

Guest professor: Dr. Don Forsyth


Apr 13 Perceiving leaders and the potentially threatening nature of stereotypes


Apr 15 Inaccurate perceptions: The case of wealth inequality in America


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

Apr 2 GROUP 1: Oppression and Opportunity


GROUP 2: Climate of Uncertainty


GROUP 3: Education in America


Apr 22 GROUP 4: Poverty and work


Course Wrap-up

FINAL EXAMS: 9am class: Tuesday April 28, 9-noon; 10:30 class: Monday, April 27, 9-noon
Leadership and the Social Sciences
LDST 102, Spring 2015
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. You do not need to get the researcher’s signature. 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 three events highlighted on the syllabus. You are required to attend two of these talks and one event of your choosing from the list below. After attending each event, you are asked to write up a brief response to the event and submit online in the BlackBoard Journal (the Journal is found under the Tools tab) within one week of the event.
# Research Requirement

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