LDST 102: Leadership and the Social Sciences  
Spring 2016

COURSE TIME AND LOCATION:  
Mon, Wed 1:30-2:45, Jepson 107

CLASS WEBSITE:  
https://blackboard.richmond.edu

INSTRUCTOR:  
Dr. Chris von Rueden

EMAIL:  
cvonrued@richmond.edu

OFFICE:  
Jepson 235

OFFICE HOURS:  
Wed 3:00-5:00 & by appointment

Course Description:
This course is an introduction to the study of leadership from the perspective of the social sciences (e.g. anthropology, psychology, economics). The principal questions we consider include: Why do leadership and followership exist at all? Are leaders born or made? Do (effective) leaders tend to possess traits like intelligence, extraversion, generosity, or greater physical stature? How much does leadership effectiveness depend on the context, whether situational or cultural? When does leadership fail? We will pay particular attention to gender and leadership, in light of current debates concerning the sexual division of labor in modern society. The goal of the course is not only to expose students to empirical study of leadership but also to stimulate them to think critically about human behavior.

Readings:
The readings for this course consist of a mix of empirical social science articles and more popular journal articles or opinion pieces (see Reading List below). All of the readings will be available through BlackBoard, including chapters from the following required book:


How you will be graded:

1. Discussion (15% of grade)

The format of the class is a mixture of lecture and open discussion about the readings. You must come prepared to class with questions and comments, having carefully read what is assigned for that class (see Reading List below). In addition, two students will be assigned as experts for each reading; one student will summarize the main points of the reading for the
class (~3 minutes) and then the other student will critique the reading and connect it to the broader themes of the course (~3 minutes). This does not mean that only these students discuss the readings. Students should not be timid and all are expected to contribute to each class discussion. Attendance and lateness are also factored into your discussion grade. I ask that you not leave during class-time unless you are in physical discomfort.

2. Reaction Papers (15% of grade)

You need to write a reaction to a minimum of 15 readings (whether articles or book chapters), throughout the semester. These should be critical evaluations as well as summaries of the main points of the readings. You will only receive partial credit if you simply summarize or if it appears you didn’t read the entire article. Reaction papers should be turned in at the start of the class during which we are scheduled to discuss the particular reading. The reaction paper should only be a page long, at most two pages (typed, double spaced, 12-point font, 1 inch margins). You must include your name and the title of the reading and use staples if you are turning in more than one page. It is up to you to decide for which of the readings you will turn in reaction papers.

3. Midterm Exam (20% of grade)

The midterm exam will consist of multiple choice and short answer questions having you compare and contrast positions taken by authors we’ve read and material presented in lecture.

4. Final Paper (20% of grade)

The final paper allows you to explore further one of the topics discussed in class. You must develop a clear, theoretically-motivated argument for the paper, in consultation with me. The paper should include a minimum of 7 pages of text (double spaced, 12-point font) and structured into four sections: (1) Introduction, in which you present your argument; (2) Body, in which you defend your argument with literature from class and from your own research (3) Conclusion, in which you restate your argument and situate it within the broader context of the course; (4) References, in which you list your cited articles. Wikipedia and non-scholarly websites are not valid bibliographic sources for papers written in this class. Further details about the final paper will be provided in class.

5. Final Exam (30% of grade)

The final exam will consist of multiple choice and short answer questions having you compare and contrast positions taken by authors we’ve read and material presented in lecture. The final exam is cumulative but may emphasize the latter half of the course.
Notes:

1. 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.  
   http://registrar.richmond.edu/services/policies/academic-credit.html

2. Students should notify me within the first two weeks of classes if they will need accommodations for religious observance.  
   http://registrar.richmond.edu/planning/religiousobs.html

3. Students with a Disability Accommodation Notice should contact me as early in the semester as possible to discuss arrangements for completing course assignments and exams.  
   http://studentdevelopment.richmond.edu/disability-services/policies.html

4. A paper turned in late without an acceptable excuse will be docked 10 percentage points for each day it is late. Makeup exams are given under exceptional circumstances (and require a note from the Dean).

5. Students should be aware of University policies on plagiarism. Plagiarism in any form can result in failing the class or even expulsion. See the following link for advice on avoiding plagiarism.  
   http://writing2.richmond.edu/writing/wweb/english/plagiarism.html

6. 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.”  
   http://studentdevelopment.richmond.edu/honor/

7. **During class time, no phones are allowed.** Laptops may be used for class-related work, such as reading online documents related to this class, accessing the class Blackboard page, or taking notes. **Do not use a laptop for personal matters during class,** and that includes during group activities, discussions, presentations, or media clips: Your email and other personal apps should not be open during class. If you are multitasking (e.g., completing work for another class on a laptop during this class), I may ask you to leave class.

8. If you ever have questions outside of class, I encourage you to drop by my office. Outside of office hours, it is best to set up an appointment via email to ensure I am in my office when you come by. I’m eager to help students but you must take the initiative to meet with me. Also, I won’t answer big questions by email.
**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 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): 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** ([http://wellness.richmond.edu/offices/caps/](http://wellness.richmond.edu/offices/caps/) or 289-8119): Assists 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.

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**Class Schedule and Reading Assignments**

**Jan 11**  
**Introductions**

**Jan 13**  
**Theory and Method in the Social Sciences**


**Jan 18**  
**No Class (MLK Day)**
January 20  
**Nature and Nurture**


January 25  
**The Study of Leadership**


January 27  
**Evolution of Cooperation in Groups**


February 1  
**Why Follow?**


February 3  
**Does Leadership Improve Cooperation? Effects of the Situation**


February 8  
**Does Leadership Improve Cooperation? Effects of Culture**


February 10  
**Evolution of Politics: Small-Scale Societies**

Feb 15  Evolution of Politics: Large-Scale Societies


Feb 17  Leader Corruption


Feb 22  Socioeconomic Inequality


Feb 24  Inequality vs. inequity


Feb 29  In-Class Debate: Was the Occupy Movement Driven by Inequality or Inequity?

Mar 2  MIDTERM

Mar 7  No Class (Spring Break)

Mar 9  No Class (Spring Break)
Mar 14  **Ontogeny of Leadership**


Mar 16  **Traits of Effective Leaders: IQ and Skill**


Mar 21  **Traits of Effective Leaders: Practical Intelligence and Wisdom**


Mar 23  **Film: Ongka’s Big Moka**

Mar 28  **Traits of Effective Leaders: Generosity and Social Networking**


Mar 30  **Traits of Effective Leaders: Personality**


Apr 4  **Traits of Effective Leaders: Personality (continued)**

- Lebowitz, S. (2015, July 14). Science says these 2 personality traits predict whether you’ll be a successful leader. *Business Insider*.

Apr 6  **Traits of Effective Leaders: Physical Dominance**

**Apr 11**

**Traits of Effective Leaders: Physical Dominance (continued)**


**Apr 13**

**Gender and Leadership**


**Apr 18**

**Gender and Leadership (continued)**


**Apr 20**

**In-Class Debate: How do we increase the proportion of women in leadership?**

**Apr 22**

**FINAL PAPER due (by 5pm, in my mailbox or at my office)**

**Apr 27**

**FINAL EXAM (2-5 pm)**