LEADERSHIP AND THE SOCIAL SCIENCES
LEADERSHIP 102- SPRING 2017

INSTRUCTOR: Dr. Crystal Hoyt    OFFICE HOURS: BY APPOINTMENT
EMAIL: choyt@richmond.edu    OFFICE LOCATION: Jepson 132
PHONE: 804-287-6825

COURSE TIME & LOCATION: Tues/Thurs: 9-10:15am, Jepson Hall 103
COURSE WEBSITE: http://blackboard.richmond.edu

THIS SYLLABUS IS INTENDED TO GIVE STUDENTS GUIDANCE IN WHAT MAY BE COVERED DURING THE SEMESTER AND WILL BE FOLLOWED AS CLOSELY AS POSSIBLE. HOWEVER, I RESERVE THE RIGHT TO MODIFY, SUPPLEMENT, AND MAKE CHANGES (TO READINGS, ASSIGNMENTS, DATES, ETC.) AS COURSE NEEDS ARISE.

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 five 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. Together we study some fundamental conceptions of the human condition and 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. Details for each assignment will be provided in the course.

2. EXAMINATIONS (20%, 30%): There will be two exams in this course, one midterm (February 28th) and one cumulative final (April 26th). 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.

Awarding of Credit
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.

 Disability Accommodations
Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.

 Honor System
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.”

 Religious Observance
Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.
**Other 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
## Class Schedule and Reading Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td><strong>Jan 10</strong></td>
<td>Introductions and all that jazz</td>
</tr>
<tr>
<td><strong>Jan 12</strong></td>
<td>Introducing social science approaches and methodology</td>
</tr>
<tr>
<td><strong>Jan 17</strong></td>
<td>Introducing social science approaches and methodology, cont.</td>
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<tr>
<td><strong>Jan 19</strong></td>
<td>Library research with Ms. Lucretia McCulley; Location Boatwright Computer Classroom</td>
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<tr>
<td><strong>Jan 24</strong></td>
<td>Introducing social science approaches and methodology, cont.</td>
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<td>- Same as above.</td>
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**EVENT**

**Jan 24** • 7 p.m. • Jepson Alumni Center  
*Un*Told: The Story of the Great Migration  
Isabel Wilkerson

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<tr>
<td><strong>PART 2:</strong></td>
<td><strong>NO (WO)MAN IS AN ISLAND</strong></td>
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<td><strong>Jan 26</strong></td>
<td>Social animals: The need to belong and the role of the group in leadership</td>
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<tr>
<td><strong>Jan 31</strong></td>
<td>The importance of context: culture, community, family, generation.</td>
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**EVENT**

**Feb 1**  
Evicted: Featuring Matthew Desmond (Cannon Memorial Chapel)  
Wednesday, February 1, 2017 at 5:00 p.m.
# PART 3: FOCUSING ON THE LEADER

**Feb 2**  
**Leadership from a trait perspective**

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<tr>
<th>EVENT</th>
<th>February 2 • 7 p.m. • Jepson Alumni Center</th>
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<tr>
<td>Feb 2</td>
<td><strong>Focus on Allies: A New Approach to Diversity and Inclusion</strong></td>
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<td>Valerie Aurora</td>
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**Feb 7**  
**Self-control, self-regulation, and leadership**

**Feb 9**  
**Does power corrupt?**

**Feb 14**  
**(Ir)rational beings : Where’s the logic and accuracy?**

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<th>EVENT</th>
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<td>Feb 15</td>
<td><strong>[Un]Finished: Twentieth Century Racial Discrimination and Its Long-Term Implications</strong></td>
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<td>Jamelle Bouie</td>
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**Feb 16**  
**I can because I’m special: Self-serving biases and self-justification**
PART 4:
FOCUSING ON THE FOLLOWERS: PERCEPTIONS, EXPECTATIONS, AND LEADERSHIP

Feb 21  Perceiving leaders: Deifying the Dead and Downtrodden

Feb 23  Why the mind gets what it expects

Feb 28  MIDTERM EXAM

Mar 2   Our unconscious mind: An overview
▪ Banaji & Greenwald (2013). *Blind Spot: Hidden Biases of Good People* (preface; Chpt 1&2)
▪ Nicholas Kristof, “Is Everyone a Little Bit Racist?” NY Times, 8/27/2014

Mar 14  Perceiving leaders: Why we fall for tall, dark, and handsome male leaders
Guest speaker: Professor Don Forsyth, Professor of Leadership Studies

Mar 16  Perceiving leaders and the potentially threatening nature of stereotypes
EVENT

Mar 21  •  7 p.m.
[De]Constructed: Embattled Leader, Contested Icon

Thomas F. Jackson

Mar 21  The art of persuasion

Mar 23  Social Influence and Presidential Debates
Guest speaker: Professor Al Goethals, Professor of Leadership Studies

Mar 28  Winning friends and influencing people: Social Influence

Mar 30  Understanding obedience to authority

Apr 4  Our vulnerability to toxic leaders…and becoming one ourselves

Apr 6  System justification and wealth inequality in America

Apr 11  The leadership challenges of poverty
Apr 13  Evicted: Poverty and profit in the American city  
Guest speaker: Professor Thad Williamson, Jepson School of Leadership Studies  

Apr 18  GROUP 1: Oppression and Opportunity  
GROUP 2: Climate of Uncertainty  
GROUP 3: Education in America  

Apr 20  GROUP 4: Just Mercy  
GROUP 5: Poverty and work  

Course Wrap-up

FINAL EXAM: Wednesday April 26, 2pm-5pm.
Leadership and the Social Sciences
LDST 102, Spring 2017
Research Requirement and Events Requirements

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 five events highlighted on the syllabus. You are required to attend three of these talks. After attending each event, you are asked to write up a brief response (one to two paragraphs) to the event and submit it online in the BlackBoard Journal (the Journal is found under the Tools tab) within one week of the event.

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 gender 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 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/talk, the researcher’s/speaker’s name, the date you participated/attended, and a brief description of the study/talk 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.
### Research Requirement

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