Scholars and sages have long puzzled over the nature of leadership. Philosophers raised questions about the nature of leadership itself: its rationality, its utility, and its moral implications; political theorists examined such processes as justice, rights, law, and authority; historians studied the life course of those individuals who were able to change the outcomes of events both large and small. But in the 1900s these scholars were joined by researchers who took an empirical, social science, approach to leadership.

One of the primary aims of this course is to review the results of their work, as well as examine the methods they use to extend our understanding of leadership. We will consider basic questions about human behavior, in general, and leadership, specifically.

Topics will include:

- What is leadership, and how do different societies conceptualize leadership?
- How can leadership be studied scientifically?
- Why do people follow leaders?
- Do leaders have distinctive personalities?
- How do leaders communicate with, and persuade, others?
- Why do leaders emerge within bands, tribes, chiefdoms, and states?
- Are women and men equally suited to lead?
- Does leadership have genetic and/or evolutionary roots?
- What theories have been developed to explain leadership?

Learning Outcomes

Beyond declarative content—the facts, theories, and findings—we will also examine the process of leadership studies: how social scientists generate theories and do research. We will learn things like "Theory Y predicts this will happen," but we'll learn to think like social scientists. We are not only trying to learn facts and information, but also further develop the capacity to analyze and synthesize information; identify solutions to problems; and to think creatively and critically. Our learning goals include:

**Understanding:** Knowledge of leadership processes as indicated by ability to recall, interpret, illustrate, classify, summarize, extend (through inference), compare, contrast, and explain concepts and findings in the field

**Cognitive skills.** Facility in performing complex mental operations, including analysis, synthesis, differentiation, organization, critique, evaluation, planning, and creativity

**Literacies.** Proficiency in reading, writing, using numerical information, scientific reasoning, acquiring information

**Application:** Expertise and experience in applying knowledge to new problems or in novel situations; practical procedural skills, including learning skills

**Personal development:** Growth in self and well-being, including maturation, self-regulation, value clarification, morality, development of interpersonal skills, and cultural sensitivity
LDST 102: Leadership and the Social Sciences

Topics

LDST101 examines the philosophy, history, and political side of leadership. LDST102 (this course!) examines the science of leadership, so we will be searching through all the social sciences (anthropology, economics, sociology, history, political science, geography, psychology, and others) for theory and research pertaining to leadership in all its many and varied forms. We will examine theories of human behavior, in general, and how they apply to leadership processes. This course stresses empirical findings pertaining to leadership.

Examples of topics we’ll be considering follow.

- Authority, Obedience, and Leadership
- Dark Side of Leaders’ Personalities
- Do Leaders Make a Difference?
- Do People Need Leaders?
- Empirical Procedures in Studying Leadership
- Endorsing Leaders
- Ethics of Leadership
- Evolutionary Perspectives
- Followership
- How Effective Are Leaders?
- Inequities and Leadership
- Influence and Persuasion
- Intelligence and Leadership
- Leadership across Cultures
- Leaders as Skilled Decision Makers
- Men, Women, and Leadership
- Neuropsychology of Leadership
- Origins of Leadership in Human Society
- Perceiving & Evaluating Leaders
- Power and Leadership
- Research Methods
- Self-presentational Processes
- Social Identity and Leadership
- Status and Hierarchy
- Strengthening the Relational Side of Leadership
- Psychodynamics of Leadership

Teaching and Learning Methods

We will use a variety of structured learning experiences to achieve course goals, including lecture, discussions, demonstrations, activities, projects, etc. In-class sessions serve several purposes: they clarify difficult topics discussed in the readings, raise questions about the scientific method, stimulate you to think critically about leadership, and provide you with the opportunity to express your understanding of leadership in your own words. It is essential that you prepare for class by doing reading, reviewing, and analyzing the assigned topic prior to the day class examines the topic. Also, I may meet in an executive session with a subgroup of students from time to time.

Online: We will also make use of the University’s online Learning Management System: Blackboard and Box. If you are not familiar with Blackboard please spend some time on the system until you are comfortable with it.

On Campus: In addition to in-class and online activities, it would be good if you would take advantage of the wealth of learning opportunities on campus and in the community. Please try to attend at least 2 presentations or academic events during the semester.

Text and Readings

This course uses books, articles, and online sources. The books are:

- Obedience to Authority, by Stanley Milgram. New York: Harper Collins (0-06-131938-x)
- How to Win Friends and Influence People. New York: Pocket Books (978-0-671-02703-2)

We will rely on these books and on readings from scientific journals. Only “real” readings will be assigned: if we aren’t going to examine the reading, then I identify the reading as “optional” and you won’t be required to know its content. The readings are original source papers and chapters. I selected them to give you an “inside look” at how social science is done. They will be available in Box, Blackboard, or at the Boatwright Library.

Instructor Information

Don Forsyth is a personality and social psychologist who studies leadership, ethics, group dynamics, and a variety of other interpersonal processes. He received his BS from Florida State University (double major in psychology and sociology) and his Ph.D. in psychology from the University of Florida. He holds the Leo K. and Gaylee Thorsness Chair in Ethical Leadership. He has held positions at the University of Kansas, Virginia Commonwealth University, and the University of Richmond.

The Big Picture

University training is the great ordinary means to a great but ordinary end: it aims at raising the intellectual tone of society, cultivating the public mind, purifying the national taste, supplying true principles to popular enthusiasm and fixed aims to popular aspiration, giving enlargement and sobriety to the ideas of the age, facilitating the exercise of political power, and refining the intercourse of society, having common ground with every society, has common ground with every class, knows when to speak and when to be silent, is able to converse, is able to listen, can ask a question pertinently, and gain a lesson seasonably when he or she has nothing to impart.

Cardinal Newman, 1852
Activities, Assignments, Quizzes, Exams....

We will carry out a variety of activities during the semester, including quizzes, exams, papers, etc. In some cases some of these projects may be completed by groups rather than individuals.

Quizzes: usually administered online, open book, 10 questions typically.

Short papers and presentations: required writing will include reaction papers, brief summaries of readings, self-assessments, reports on short term projects, and/or weekly reflections. Some will be written in class, others outside of class and submitted via Blackboard.

Events: This class is based on an academic “commons” model, so it assumes that students are engaged in learning both in and out of class. If available, students will be required to attend events that occur outside of regular class time.

Exams: We will have 2 major examinations. Items on the tests will cover all course material, no matter what its source (e.g., lecture, text, video). Exams will be multiple choice and/or short answer. Their influence on your grade is substantial!

Research: If available, students can take part in research and/or attend local and/or regional presentations of research. These research opportunities will be described in detail in Blackboard.

Engagement: Students are also given credit if actively engaged in the course and its material. Engagement is not merely showing up for class, but taking an active role in the course discussion, projects, and communications. The default grade for engagement is a C (average); only the most unrelentingly active and informed students earn Bs and As. (see Blackboard for details).

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require I provide academic adjustments or accommodations for students with documented disabilities. Students require I contact their instructors to discuss arrangements for completing course assignments and exams (see http://studentdevelopment.richmond.edu/disability-services/policies.html for more information). Please note that students who require extended time for quizzes and exams should not schedule classes and activities immediately following class, so that they can have additional time for their work. Students who require the use of computer for completing in-class assignments must use a non-networked computer for that purpose.

Grades

Your grade in the course depends on your successful completion of assigned tasks and overall engagement. A grade of B will be awarded to those who complete assignments skillfully and are fully engaged. Higher or lower grades are awarded for superlative or lower quality work. I will warn you, by the date for withdrawal, if I consider your work to be of failing quality. However, because much of your grade in class is based on material turned in after that date (e.g., papers, final exam) this feedback will not be dispositive.

In general—but not entirely—grades will be criterion-referenced, individualized, and teacher-generated. First, most of the grading in this class is not normed, but in some cases a student’s score will be determined by relative rank. Second, scores may be partly based on collective work. Third, in some cases a portion of your grade will be based on others’ evaluations of your work.

This course deals with complex subjects and is challenging and you should budget your time demands accordingly. Cut offs for grades are etched in stone. If logistical problems arise (or errors in planning that must be corrected), then this system may be revised. You will be notified of any changes.

Considerable thought has gone into the planning of the assignments and assessments for this course. There is no “extra credit” in this class.

### Sensitivity

This course examines topics pertaining to human behavior, so students should realize that they may acquire insight into their own personalities, actions, and tendencies as a result of participation. We will focus on sensitive issues, including religious values, human nature, morality, values, and what not. We will remain sensitive to the feelings and perspectives of others during these discussions. As a general rule, the goals of any particular exercise will be described beforehand except when full disclosure in advance will undermine the educational or scientific value of the experience.

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<thead>
<tr>
<th>Grade</th>
<th>A+</th>
<th>B+</th>
<th>C+</th>
<th>D+</th>
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<td>Score</td>
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<td>90-90.9%</td>
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Instructor Responsibilities

As the instructor, I will help you learn the course material by giving lectures, leading discussions, assigning activities that ask you to think about leadership processes, answering your questions, and giving you feedback about your progress towards your goals. Remember that my primary responsibility is to help you learn about (a) leadership processes, (b) the social science of leadership, and (c) to think critically and scientifically, about leadership processes (and claims about leadership processes). If you have any questions about course material, please email me, call, or come to my office.

Student Responsibilities

You are responsible for completing the assigned readings, coming to class, studying the material, taking the required examinations, completing the assigned activities, and logging into Blackboard regularly. Your task of learning will be much easier if you (a) ask me questions about the readings and topics; (b) keep up with the readings; (c) communicate with classmates regularly; (d) talk to me during office hours; and (e) take advantage of electronic resources available to you. This course will require between 20 and 25% of your week's time spent on academics, and more if you are unfamiliar with the methods of social science, just beginning advanced studies, or a relatively slow reader. Budget your time accordingly. You are ultimately responsible for your learning in this class: if you earn an A you can be proud of your accomplishment, but should you fail you will have to bear the blame.

Policies

- If you must be absent from class for religious reasons, because you are involved in University-level athletics, or some other good reason, inform me by email of the conflict.
- If you are ill on the day of an examination, leave a voice mail message prior to the class.
- Please heed the basic rules of etiquette pertaining to class, including use of technology.
- 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. http://registrar.richmond.edu/services/policies/academic-credit.html
- Religious Observance: Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance. http://registrar.richmond.edu/planning/religiousobs.html
- 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.” http://studentdevelopment.richmond.edu/honor/ If you plagiarize, where plagiarism is direct copying of others’ work or your own previous work (any sequence of 4 words or more) or use others’ ideas without attribution, I will turn you in to the honor council or fail you for the assignment and/or course. Passing on materials from this class to others (e.g., depositing course materials in “test bank” or online at resources sites such as CourseHero) will be considered an honors violation. ALL work in this class is assumed to be pledged work and individual work unless you are explicitly asked to work collectively.

Using Technology in Class

- Use laptops, smart phones, i-pads, and so on in class only for class-related work, such as reading online documents related to this class, accessing the class Blackboard, or taking notes.
- DO NOT use a laptop or phone 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 will ask you to leave class and set your engagement points to zero. Your engagement score in the course will be low if you are distracted by your technology or distract others by using technology.
- If you are experiencing a personal event that requires you to be accessible online or by phone, please let me know before you use the device in class. If you have an academic accommodation that permits the use of a laptop please see me so that arrangements can be made.