INSTRUCTOR         Volha (Olga) Chykina

CLASS TIME         Section 04: TUE, THU, 9 am – 10.15 am.
                  Section 05: TUE, THU, 1:30 pm – 2.45 pm.

CLASS LOCATION     Queally 125A

COURSE WEBSITE     blackboard.richmond.edu
                  If joining via Zoom: [redacted]

CONTACT INFORMATION vchykina@richmond.edu (email)
                  volha_chykina (Skype, for office hours)

OFFICE HOURS       via Skype*, WED, 9:30 am – 11:30 am, or by
                  appointment.
                  *In-person office hours will be conducted only in
                  exceptional cases. Please reach out to the
                  instructor if you think you need an in-person
                  appointment.

OFFICE             Jepson Hall 131

Course Description
This course introduces you to the study of leadership from a social scientific perspective. Using
readings from across the social sciences (psychology, sociology, political science, and others), we
will examine topics that are central to leadership. For example, we will discuss what individual
and contextual characteristics make people more or less likely to emerge as leaders. We will also
consider issues of power, politics, social justice, and cross-cultural differences through the lens of
leadership. Throughout the course, we will place a special emphasis on empirical studies of
leadership. In the process, we will learn to think as social scientists.

You can participate in class through various means (on campus, synchronously via Zoom, and
asynchronously if you find yourself unable to participate synchronously). Please see the table at
the end of the syllabus for more information about the options offered.

To decrease the number of surfaces we touch, printed handouts and assignments will not be used
during the course. Please bring a fully charged laptop and a set of headphones to every class.
Required Texts

All other materials will be provided via Blackboard.

Course Grades
Your grade will be based on your performance across a range of assignments. You will complete a midterm and a final (2 X 20 = 40 points), two contemporary issues essays (2 X 10 = 20 points), eight responses to assigned readings (1 X 8 = 8 points), a group presentation (12 points), and engage in active class participation, assessed within a week after the midterm and at the end of class (10 + 10 = 20 points). Points for each assignment translate directly and with equal weight into the percentages towards the final grade.

Passing Letter Grades are Assigned as Follows

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100%</td>
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<tr>
<td>A</td>
<td>94-97%</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
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<tr>
<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>84-87%</td>
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<tr>
<td>B-</td>
<td>80-83%</td>
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<tr>
<td>C+</td>
<td>78-79%</td>
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<tr>
<td>C</td>
<td>74-77%</td>
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<tr>
<td>C-</td>
<td>70-73%</td>
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<tr>
<td>D+</td>
<td>68-69%</td>
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<td>D</td>
<td>64-67%</td>
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<tr>
<td>D-</td>
<td>60-63%</td>
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<td>F</td>
<td>&lt;60</td>
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Assignments and Class Activities

Midterm and Final (2 X 20 = 40 points). You will take two exams during the semester, a midterm and a final. Both exams will be open-note and open-book. Exam prompts will be open-ended and are designed to assess your understanding and ability to integrate class material (as opposed to your memorization abilities). The midterm will focus on the material covered up to the midterm date and the final exam will be comprehensive.

Contemporary Issues Essays (2 X 10 = 20 points). Many topics and concepts discussed during the course will appear in the news and other media. These essays are an opportunity for you to use class material to understand the broader world. During the semester, you will write two short essays (about 3 pages long, with 1” margins, double-spaced, in Times New Roman 12-point font) connecting course concepts to (your choice of) real-life issues and events. During the first class, I will provide you with examples of essay topics. Please refer back to the presentation from the first class for these examples. As long as the discussed issue or event is current, you can write about it either in relation to the material covered in class during the week you submit the essay or to the material that we covered in the past. For example, if the event that you want to write about relates to the material that we covered three weeks ago, this would work. While your essays will not be shared with other students in class, I might choose to discuss a topic that you covered in your essay in cases where it might be particularly relevant. A rubric for these essays is provided via Blackboard. The due date for the first essay is October 12th, at 11:59 pm and the due date for the second essay is November 20th, at 11:59 pm. However, I strongly encourage you not to wait until the last minute and submit these essays early. I will reduce your grade by 1 point for each day the assignment is late.
Responses to Assigned Readings (1 X 8 = 8 points). For the majority of weeks, students will have one reading assigned for each class (if there are several readings assigned, you can choose which one to respond to; videos do not count as readings for this class). To facilitate in-class discussion, each student will write 8 short reading responses during the course. From September 10th to November 19th, we will cover 8 topic areas (for example, Traits of Leaders, Leadership and Politics, etc.). You are expected to write one response for each topic area. Responses should be between 1 and 2 pages long, with 1” margins, double-spaced, in Times New Roman size 12 font. Student responses must address the following points:

- What is the author’s primary argument?
- How does this argument connect to other class material and / or what are potential criticisms of the author’s argument?
- What two questions do you have after reading the assigned text? (Questions can be directly about the material covered in the reading or about how this material connects to other topics and issues discussed in class.)

If your response covers these points in a way that makes it clear that you read and thought about course material, you will get 1 point. If the response does not demonstrate this, you will get 0 points. These responses will not be graded for grammar, spelling, or punctuation and can be written in the form of a note. Responses are due via Blackboard at 11:59 pm on the day before class.

Group Presentation (12 points). You will prepare a group presentation based on Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do. You will be given time in class on December 1st to work on the presentation as a group. Groups will be assigned randomly. You must read the book before the December 1st class. The instructor will set up Zoom breakout sessions and you will work on discussing the book and preparing the presentation during this class. The instructor will visit each break-out session to facilitate the discussion. The questions that the presentation should cover will be provided before class. The presentation should be put together using Google Docs as it will allow you to collaborate while at a distance during class – and after class as well, if necessary. The presentation should be finalized by 11:59 pm on December 2nd. The instructor will be added as a collaborator to the presentation document. On December 3rd, you will present your group work and we will also have a general book discussion.

Class Participation (assessed twice during the semester, 2 X 10 = 20 points). Each student should come to class having carefully read the assigned materials. Students should be prepared to engage with the instructor and each other in a respectful manner appropriate for a professional setting. The instructor will grade participation twice, once within a week after the midterm and once at the end of the course. The grade given right after the midterm (within a week after the midterm) will assess your cumulative participation before the midterm, and the grade given at the end of the course will assess your cumulative participation after the midterm.

Because of the flexible nature of this course, students who cannot attend either an on-campus or Zoom class will be able to make up work asynchronously. The ways in which students can make up work asynchronously are discussed in the table provided at the end of the syllabus. The instructor will be flexible regarding how missed work can be made up. You are allowed 1 unexcused absence during this class; your participation grade will be reduced by 2 points for any
additional unexcused absences. If you need to miss class for any other reason, please email the instructor, preferably before class. The instructor will not require any additional documentation if you need to miss class due to a health concern. This policy puts everyone on their honor. It requires that faculty trust the word of their students when they say they are ill, and it requires that students report the reason for their absence truthfully. Falsely reporting a reason for an absence is an honor code violation.

Additional Assignment and Grading Policies:

All assignments except Group Presentation should be submitted as a Word file or a PDF. Dropbox / Google Docs links to assignments other than Group Presentation will not be accepted.

If a student disagrees with their grade for any of the assignments, they must discuss it with the instructor within a week after the grade is returned. The two exceptions to this are the final and the final participation grade, for which students must reach out to the instructor within 2 days after grades are given.
### Recap of Assignments and Due Dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>How to submit</th>
<th>Due date</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Contemporary Issues Essays (2)</td>
<td>Via Blackboard.</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; essay: 11:59 pm on October 12&lt;sup&gt;th&lt;/sup&gt;. 2&lt;sup&gt;nd&lt;/sup&gt; essay: 11:59 pm on November 20&lt;sup&gt;th&lt;/sup&gt;.</td>
<td>You pick for what class material you prepare these. I encourage you to work ahead of the deadlines.</td>
</tr>
<tr>
<td>Responses to Assigned Readings (8)</td>
<td>Via Blackboard.</td>
<td>11:59 pm on the day before class.</td>
<td>One response should be submitted for each topic area covered between September 10&lt;sup&gt;th&lt;/sup&gt; and November 19&lt;sup&gt;th&lt;/sup&gt;.</td>
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<tr>
<td>Midterm</td>
<td>Via Blackboard, during class session.</td>
<td>October 13.</td>
<td></td>
</tr>
<tr>
<td>Group presentation</td>
<td>Presented in class via Zoom.</td>
<td>Should be finalized by 11:59 pm on December 2&lt;sup&gt;nd&lt;/sup&gt;. No need to formally submit as Google Doc will be shared with the instructor.</td>
<td>You will work on preparing this presentation during the December 1&lt;sup&gt;st&lt;/sup&gt; class session.</td>
</tr>
<tr>
<td>Final</td>
<td>Via Blackboard, during an online session.</td>
<td>Section 04: TUE, December 8, 2-5. Section 05: FRI, December 11, 9-12.</td>
<td></td>
</tr>
<tr>
<td>Class participation</td>
<td>In class, via Zoom, or via additional asynchronous assignments.</td>
<td>Throughout the semester; assessed within a week after the midterm, and at the end of the course.</td>
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Weekly Schedule

Students should come to class having read (or watched) all assigned materials. With the exception of the required text, all materials are on Blackboard or are publicly available.

### Introduction

**August 25:**
- No required readings.

### What is Leadership?

**August 27:**

### Social Science Approaches to Studying Leadership

**September 1:**

**September 3:**

Read the article below, keeping in mind the suggestions for reading a journal article provided by Jordan & Zanna. We will discuss the article vis-à-vis their suggestions in class.


**September 8:**
- Same as above.

### Traits of Leaders

**September 10:**
September 15:

September 17:

**Glass and Bamboo Ceilings in Leadership**

September 22:
No readings assigned for today but please watch these two TED Talks:
- [https://www.youtube.com/watch?v=PYyBqs_x044](https://www.youtube.com/watch?v=PYyBqs_x044)
- [https://www.youtube.com/watch?v=FVzHBWoIGEw](https://www.youtube.com/watch?v=FVzHBWoIGEw)

September 24:

September 29:

**The Importance of Diversity in Leading Successful Teams**

October 1:

October 6:

**Midterm**

October 8: Review for Midterm

October 13: Midterm
Leadership and Politics

October 15:

October 20:

October 22:

Power and Leadership Ethics

October 27:

October 29:

Leadership for Social Justice

November 3:

November 5:

Leadership Across Cultures

November 10:
November 12:

### Leadership and Corporate Social Responsibility and Sustainability

#### November 17:

#### November 19:

➢ Remember that you have to read the entire book by December 1st. If you have not begun reading the book by this point, you should start very soon.

### Thanksgiving Recess (November 23 – November 29)

### Round-Up: Leadership, Stereotypes, and What We Can do

#### December 1:

While introducing some new concepts not yet covered in class, this book also offers a great capstone to many topics that we have discussed during this course. Please come to the December 1st class having read the entire book. During this class, you will have dedicated time to get together via Zoom breakout sessions and start working on your group presentations. The instructor will visit breakout sessions to answer questions and facilitate discussion. The elements to be included in the presentation will be shared with you.

#### December 3: Reserved for final group presentations and book discussion.

### Final Exams

#### Final Exams:
For section 04 (class time TUE, THU, 9 am – 10.15 am): **TUE, December 8, 2 pm – 5 pm.**
For section 05 (class time TUE, THU, 1:30 pm – 2.45 pm): **FRI, December 11, 9 am – 12 pm.**

End Fall Term: Dec 15
Final Grades Due: 9 am, Dec 21.
Other Policies

Sexual Misconduct: The University is unwavering in its commitment to support survivors of sexual assault, to respond promptly to reports of any type of sexual misconduct, and to investigate and adjudicate reports in a manner that is fair and equitable to all parties involved. We understand that sexual violence can undermine a student’s academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Alleged violations can be reported to the Title IX Office at report.richmond.edu. Reports to law enforcement can be made to University of Richmond Police Department at 804-289-8911. The purpose of reporting to Title IX is to connect students to support resources and accommodations. Students can choose whether or not to file a formal complaint.

Students can receive confidential support from: Center for Awareness, Response & Education (C.A.R.E.) Advocate – 804.801.6251 (call or text) / advocate@richmond.edu; Peer Sexual Misconduct Advisors (PSMA’s) – 804.346.7674 (call or text) / psma@richmond.edu.

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. registrar.richmond.edu/services/policies/academic-credit.html

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. disability.richmond.edu/

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.” studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html

Religious Observance: Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance. registrar.richmond.edu/planning/religiousobs.html

Recording and Using Recorded Materials: The instructor will record some class sessions. The instructor will let students know when the session is being recorded. Students shall not disclose, share, trade, or sell class recordings with/to any other person, organization, business, or institution; and/or post/store these recordings in a location accessible by anyone other than the student, including but not limited to social media accounts. Students must also comply with any instructions or directions from their faculty regarding the use of such recordings. Students are required to destroy any recordings that were made when they are no longer needed for the student’s academic work. Failure to abide by this policy will be a violation of the Standards of Student Conduct; such issues will be sent to the appropriate University Conduct Officer.
**Different Class Modalities**

The table below outlines how students can participate in this class. We will start this class with the assumption that most students will be joining the class on campus. If circumstances require, students will have an opportunity to synchronously join the class via Zoom. Some students will only be participating via Zoom while others might switch between on-campus and synchronous Zoom sessions. When synchronous Zoom sessions are not possible, students will be able to participate in class asynchronously (meaning they will be able to participate in learning while not being present in class at the time of instruction, either physically or virtually). Asynchronous participation is mainly designed to help students make up missed work. All these modes are outlined in more detail below.

<table>
<thead>
<tr>
<th>Mode of Class Participation</th>
<th>Details</th>
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<tbody>
<tr>
<td>On-campus</td>
<td>This is the traditional mode of residential instruction. Both students and the instructor will join class on campus. With that said, a number of adjustments must be made for public health reasons. Students will be seated 6 feet apart from each other. The instructor will be 10 feet away from students. Both students and the instructor will be wearing face coverings. These requirements are <strong>not negotiable</strong> and are done for the benefit of all.</td>
</tr>
<tr>
<td></td>
<td>Because my classes rely heavily on group work that is impossible to do inside following the social distancing guidelines outlined above, we will likely do some group work outside where we can form groups, weather permitting. This will allow us to do group discussions and brainstorming in a way that is both engaging and safe. Please plan for the possibility that part of the class might be outside when you get ready for class.</td>
</tr>
<tr>
<td>Synchronously via Zoom</td>
<td>If you experience circumstances outlined in points 1-3 above, you should try to join the class virtually. Please note that I will <strong>not</strong> require any additional documentation if you choose this mode of participation. I will, however, require that your camera is on during the entire class. With that said, if you wish to use a Zoom-provided background for privacy reasons, you are welcome to do so. I will use the Waiting Room feature to prevent Zoom-bombing so please make sure you use your first name and last name when you join the class. This is also the mode of participation that our class will switch to if we cannot continue on-campus instruction.</td>
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</table>
When not to join a synchronous Zoom session and participate asynchronously instead:

1). If you are sick and do not feel that you can learn well given your current condition.
2). If you were planning to join via Zoom but your Internet connection / bandwidth or other circumstances did not allow for such participation.

Asynchronously

Please note that this option is not intended for wide use. However, it is available for us when we have to deal with unexpected circumstances and sickness. Depending on the nature of the material covered in class, some in-class lectures will be recorded. In this case, if you have to participate in class asynchronously, I will make the recording available to you and you can watch it on your own schedule. I will then assign a task to you that will check that you have watched the lecture. In this task, I will ask you to engage with the material in a way that shows that you listened to the lecture and have thought through the discussed material. Most likely, this task will be a short written response (about a page length) where you address a specific question that I pose. This task will be graded on the pass-fail basis, and in case of a “fail” grade, I will take 2 points off your participation (which equates to you skipping class and choosing not to make up work). It is my expectation that if you listened attentively to the lecture, you will pass these assignments. Other ways to make up missed work might be provided as well. Think about this mode of participation as a way for the instructor to ensure you can make up missed work and participate in class fully once you are able to re-join synchronous sessions.

Additionally, in order to make sure that you are up-to-date with the material covered in synchronous sessions, I ask that you complete your asynchronous lectures and tasks before or no later than a week after re-joining a synchronous session.