LDST 102: Leadership and the Social Sciences
FALL 2020

SECTION 1:
Mon, Wed 7:30-8:45am

SECTION 2:
Mon, Wed 9:00-10:15am

LOCATION:
Queally Center 125A

WEBSITE:
https://blackboard.richmond.edu

INSTRUCTOR:
Dr. Chris von Rueden

EMAIL:
cvonrued@richmond.edu

OFFICE HOURS:
Mon/Wed 11:00am-12:00pm
Or by appointment at a different time

ZOOM:
https://us02web.zoom.us/j/84575502410?pwd=K2E3N2NnZGxVaHpOaU9TVnArbStlQT09
4wLYKJ (password)

Important Notes re COVID-19:

1. In the event you or someone you have recently been in close contact with have ANY symptoms that could possibly be due to COVID-19 (e.g. cough, fever/chills, excessive fatigue, shortness of breath, muscle aches, headache, loss of taste or smell, sore throat, congestion or runny nose, nausea, or diarrhea)
   
   • Do NOT come in person to class. Participate via Zoom if you are able. The class is designed to accommodate your online participation, so do not hesitate to do so for the health of your classmates and your instructor.

   • If you are not able to participate via Zoom, you will not be required to provide formal documentation from a health provider and will not be penalized for your absence. However, stay in communication with me. You are on your honor for reporting reasons for your absence truthfully. Falsely reporting a reason for an absence is an honor code violation.

   • Register your symptoms, via the university’s daily health screening email, and also via the COVIDWISE app: https://www.vdh.virginia.gov/covidwise/. Be sure to then contact the Student Health Center.

2. Wear a mask at all times on your way to class and in the classroom
3. Stick to your assigned seating- name tents will indicate where you sit on our first day
Course Description:
This course is an introduction to the study of leadership from the perspective of the social sciences (e.g. anthropology, psychology, economics, behavioral biology). However, we will begin by asking very broad questions about what it means to be human and why we do the things we do. For example, what causes us to cooperate or fight with each other? What explains morality and religion? What makes men and women different? We then turn to more specific questions about leadership. Why does leadership and followership tend to emerge in our groups? Are leaders born or made? Do (effective) leaders tend to possess traits like extraversion, intelligence, or greater physical stature? How much does leadership depend on the context, whether situational or cultural? Why do we tolerate coercive leaders? The goal of the course is not only to expose students to the empirical study of leadership but also to stimulate them to think critically about human behavior in general.

Course Format:
Class time will consist of a mix of lecture and small-group discussion. Lecture and discussion will build off assigned readings, which must be completed BEFORE the day they are listed (see Class Schedule below). Readings are available on the class website or in links provided (see Class Schedule below). There is one book you must acquire ahead of time:


In addition, you must complete a quiz (on Blackboard) for each class day’s readings BEFORE the day the readings are listed (by 11:59pm the night before). During lectures, I strongly encourage you to comment, ask a question, or provoke discussion at any time. After each class, the lecture slides will be available on Blackboard as a powerpoint file. All class sessions will be accessible via Zoom (see link above) in event you can’t attend class in person (due to illness, quarantine, or other reasons) or we must shift entirely to an online format.

To facilitate small-group activities, please bring a fully charged laptop to every class.

How you will be graded:

1. Discussion (15% of grade)

Your discussion grade will depend on you asking questions during class and participating in small group discussions. Small group discussion may not happen every class. Whenever we break for small group discussion, you will be assigned to a group of 4. I will usually provide a question or two for your group to discuss via Zoom, and I might ask your group to use a google doc to notate your discussion. Turning in your religious reflection (due Sep. 14) and
your provisional final paper thesis (due Nov. 11) also count towards your discussion grade. Both are graded on a completed/not completed basis.

2. Quizzes (15% of grade)

By the evening before each class, you will take a short quiz (on Blackboard) on the readings for the next class day. Quizzes are open-book and can be completed with the assistance of other students. Quizzes become available online at the end of the previous class. The quizzes will consist of multiple choice or short answer questions related to the readings assigned for the subsequent class day. At the end of the semester, you may drop your 3 lowest quiz grades. Missed quizzes count towards the 3 you may drop.

3. Midterm Exam (25% 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. The midterm exam will be taken on Blackboard at the scheduled time (see Class Schedule). The midterm exam is open-book but, on your honor, must be completed on your own without assistance from other people.

4. Final Paper (20% of grade)

You will write a paper that drills down further into one of the topics from the course (details to be provide in class). The paper should be at least 7 pages of text (1-inch margins, double spaced, 12-point font), structured into three sections: Introduction, in which you present your thesis; Body, in which you defend your thesis with literature from class and from your own research (minimum 2 sources that aren’t from the reading list); Conclusion, in which you restate your thesis and situate it within the broader context of the course. In addition, include an alphabetized list of References, in which you provide the bibliographic information for the articles you cite. Wikipedia and non-scholarly websites are not valid bibliographic sources for papers written in this class, though they can be helpful in directing you towards the primary research that you can cite. To access journal articles or other resources online, you can make use of UR’s library subscriptions. If you are off campus, you can do this by logging into the university’s Virtual Private Network (https://spidertechnet.richmond.edu/TDClient/1955/Portal/KB/ArticleDet?ID=93543).

It is important that your paper not read like an encyclopedia entry. I will grade the paper according to the following criteria: (1) clear and interesting thesis; (2) sustained and well-organized defense of the thesis; (3) unambiguous writing; (4) incorporation of class readings and own research; (5) accurate use and proper citing of sources. In-text citations and the reference list should be in APA format: https://www.mendeley.com/guides/apa-citation-guide.
You are required to submit a tentative thesis statement on Blackboard by the class session on November 11. During class that day, we will discuss in greater depth the writing of the paper and evaluate each other’s theses. But to craft a thesis you should already have been investigating a topic on which to write the paper. I will be uploading materials on Blackboard to help you in this process. I also encourage you to communicate with me in office hours (via Zoom) if you need help honing in on a topic and thesis.

5. Final Exam (25% 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 will be taken on Blackboard at the scheduled time (see Class Schedule). The final exam is open-book but, on your honor, must be completed on your own without assistance from other people.

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. 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. 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. disability.richmond.edu

4. 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

5. Be aware of the provisions of the Honor System as you work on assignments (including the reaction papers) and study for the exams: “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

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** ([asc.richmond.edu](http://asc.richmond.edu)): Assists students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information conceptualization, concentration, and related techniques; working on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encouraging campus and community involvement. Tutors will be available virtually. The on-call peer-tutors available for these appointments are listed in the Box file: [On-Call Online Tutors](https://richmond.box.com/s/dpe37chr2zodr3o1amtj8omjk7z2v2kub). Email Roger Mancastroppa (rmancast@richmond.edu) and Hope Walton (hwalton@richmond.edu) for appointments in academic and life skills to request a Zoom conference.

**Boatwright Library Research Librarians**: ([library.richmond.edu/help/ask/](http://library.richmond.edu/help/ask/) or 289-8876): Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing, evaluating, and citing information resources. Librarians support students in their classes across the curriculum and provide library instruction, tutorials, research guides, and individual help. All research support will be provided online or by appointment and students can contact a librarian for help via email ([library@richmond.edu](mailto:library@richmond.edu)), text (804-277-9AS), chat, or Zoom (by appointment).

**Career Services**: ([careerservices.richmond.edu](http://careerservices.richmond.edu) or 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

**Counseling and Psychological Services** ([caps.richmond.edu](http://caps.richmond.edu) or 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

**Disability Services** ([disability.richmond.edu](http://disability.richmond.edu)): The Office of Disability Services works to ensure that qualified students with a disability (whether incoming or current) are provided with reasonable accommodations that enable students to participate fully in activities, programs, services and benefits provided to all students. Please let your professors know as soon as possible if you have an accommodation that requires academic coordination and planning.

**Speech Center** ([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. Remote practice sessions can be arranged; we look forward to meeting your public speaking needs.

**Writing Center** ([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.

**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 Office is to provide support and to enforce institutional policies.
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

Class Schedule and Reading Assignments

Aug 24  Introductions

Aug 26  Human evolution: a primer


Aug 31  Nature, nurture, and human behavior

- Boyer, Introduction

Sep 2  Group conflict

- Boyer, Chapter 1, pp. 33-48.

Sep 7  Group conflict (continued)

- Boyer, Chapter 1, pp. 49-65.
Sep 9  Cultural learning

- Boyer, Chapter 2, pp. 66-92.

Sep 14  Religion

- Boyer, Chapter 3, pp. 93-111.
- ~1 page religious reflection due (on Blackboard)

Sep 16  Religion (continued)

- Boyer, Chapter 3, pp. 112-124.

Sep 21  Gender and Family

- Boyer, Chapter 4, pp. 125-145.

Sep 23  Gender and Family (continued)

- Boyer, Chapter 4, pp. 145-162.

Sep 28  Cooperation and Fairness

- Boyer, Chapter 5, pp. 163-189.

Sep 30  In-Class Game

Oct 5  Cooperation and Fairness (continued)


Oct 7  Review for Midterm exam

Oct 12  MIDTERM EXAM (during class period, on Blackboard)
Oct 14  **Leadership**
- Van Vugt and Ahuja, Chapter 1, pp. 13-41.

Oct 19  **Why Leadership?**
- Van Vugt and Ahuja, Chapter 2, pp. 42-64.

Oct 21  **Why Followership?**
- Van Vugt and Ahuja, Chapter 3, pp. 65-93.

Oct 26  **Traits of (Effective) Leaders: Personality**

Oct 28  **Traits of (Effective) Leaders: Intelligence**
- Pendleton, D. & Furnham, A. (2012). Do you have to be smart to be a leader? In *Leadership: All You Need To Know* (pp. 118-134).

Nov 2   **Traits of (Effective) Leaders: Dominance**
- Petersen and Laustsen (2020). Dominant leaders and the political psychology of followership. *Current Opinion in Psychology*.

Nov 4   **Ontogeny of Leadership**

Nov 9   **Cultural Norms and Leadership**
• Talhelm (2020). Emerging evidence of cultural differences linked to rice versus wheat agriculture. *Current Opinion in Psychology*.

Nov 11  
**Discussion of Final Paper**

• Paper thesis due on Blackboard

Nov 16  
**Egalitarianism**

• Van Vugt and Ahuja, Chapter 4, pp. 94-121.

Nov 18  
**Rise of Inequality**

• Van Vugt and Ahuja, Chapter 5, pp. 122-147.

Nov 23  
**THANKSGIVING BREAK**

Nov 25  
**THANKSGIVING BREAK**

Nov 30  
**Stone-Age Minds in Large-Scale States (via Zoom only)**

• Van Vugt and Ahuja, Chapter 6, pp. 148-183

Dec 2  
**Review for Final exam (via Zoom only)**

Dec 6  
**FINAL PAPER due (by 5pm, on Blackboard)**

Dec 11  
9:00am section **FINAL EXAM (2-5pm, on Blackboard)**

Dec 15  
7:30am section **FINAL EXAM (2-5pm, on Blackboard)**