LDST 102-01: Leadership and the Social Sciences
Fall 2019

COURSE TIME AND LOCATION: Mon, Wed 10:30-11:45, Jepson 102
CLASS WEBSITE: https://blackboard.richmond.edu

INSTRUCTOR: Dr. Chris von Rueden
EMAIL: cvonrued@richmond.edu
OFFICE: Jepson 235
OFFICE HOURS: Tues 12:00-3:00 & 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, 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, generosity, 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.

Readings:
The readings for this course consist of several articles (see Reading List) and two books:


The books are available for purchase at the UR bookstore, and the other readings are available at the links provided below or will be available through BlackBoard.

How you will be graded:
1. Reaction Papers (15% of grade)
You need to write a reaction to **15 readings** throughout the semester. Reaction papers will be graded on a check, check minus basis. You will receive a check if you include the following: (1) **2-3 questions you have about the reading and (2) comparison to our other readings**. Reaction papers that do not include these components will receive a check minus. Reaction papers should be submitted on Blackboard, before the class during which we’ll discuss the particular reading. Each reaction paper should be roughly a page in length (typed, double spaced, 12-point font). You must include your name and the title of the reading. It is up to you to decide for which of the readings you will turn in reaction papers (except when you are assigned to present on the reading- see next section). These papers do not need to be time-consuming; I am not grading you on grammar and **you may write them in note-form**.

2. Discussion (**15% of grade**)

The format of the class combines lecture with group discussion of the readings. I will identify the main points of the reading, in part by calling on you all (so come to class with questions and prepared to discuss even if you didn’t complete a reaction paper!). Then **one student will present their reaction paper to the class (~5 minutes)**. During your presentation, you should read your questions to the class to solicit their answers, in addition to sharing the other components of your reaction paper. Each student will present once during the course, according to your assigned number (see reading list below). You can contact me before you are due to present if you want guidance, but remember neither your reaction papers nor your presentations on them require you to accurately summarize the readings. So don’t feel like you need to be an expert. **Extra credit**: presenters can craft a haiku about the reading to read to the class.

All students are expected to discuss each reading, whether you are assigned to present or not. I will not grade the presentations per se but they will factor into your discussion grade. Your reaction paper presentations, general contribution to discussion, and your attendance/lateness will comprise your discussion grade. I ask that you not leave during class-time unless you are in physical discomfort. **Use the bathrooms before you arrive to class**.

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.

4. Final Paper (**20% of grade**)

After the fall break, you will work on a paper that drills down further into one of the topics from the course (details to be provide in class). The paper should include a minimum of 7 pages of text (double spaced, 12-point font), structured into three sections: Introduction, in
which you present your argument; Body, in which you defend your argument 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 argument 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. 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.

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 is cumulative but will 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.  
   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. Reaction papers may be turned in late but they will be docked a grade (from a check to a check minus). If the final paper is turned in late, it will be docked 10 percentage points for each day late. I will waive the late penalty only under exceptional circumstances, e.g. a major illness with a doctor’s note, or a family emergency with a note from the Dean. The same requirements apply for rescheduling the midterm or final exam.

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. 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
7. During class time, no phones or computers are allowed. You may only use a computer if you have special permission to use for note-taking.

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.

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, 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 conceptualization, concentration, and related techniques; working on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encouraging campus and community involvement. Hours at the Center are:

- Sunday through Wednesday 3:00-9:00 p.m. and Thursday 3:00-7:00 p.m. On-call tutors are also available.

Boatwright Library Research Librarians (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.

Career Services (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 (http://wellness.richmond.edu/offices/caps 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 (https://disability.richmond.edu/students/index.html or 289.8032) 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 that student 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 (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 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.

Class Schedule and Reading Assignments

Aug 26  Introductions

Aug 28  Human evolution: a primer

Sep 2  Nature, nurture, and human behavior
- Boyer, Introduction (1)

Sep 4  Group conflict
- Boyer, Chapter 1, pp. 33-48. (2)

Sep 9  Group conflict (continued)
- Boyer, Chapter 1, pp. 49-65. (3)

Sep 11  Cultural learning
- Boyer, Chapter 2, pp. 66-92. (4)

Sep 16  Religion
- Boyer, Chapter 3, pp. 93-111. (5)

Sep 18  Religion (continued)
• Boyer, Chapter 3, pp. 112-124. (6)


Sep 23  Gender and Family

• Boyer, Chapter 4, pp. 125-145. (7)

Sep 25  Gender and Family (continued)

• Boyer, Chapter 4, pp. 145-162. (8)
• Tolentino (Jan 24, 2018). The rising pressure of the #metoo backlash. The New Yorker. https://www.newyorker.com/culture/culture-desk/the-rising-pressure-of-the-metoo-backlash

Sep 30  Cooperation and Fairness

• Boyer, Chapter 5, pp. 163-189. (9)

Oct 2  Cooperation and Fairness (continued)

• Boyer, Chapter 5, pp. 189-202. (10)

Oct 7  Review for Midterm exam

Oct 9  MIDTERM

Oct 14  NO CLASS (Fall Break)

Oct 16  Leadership

• Van Vugt and Ahuja, Chapter 1, pp. 13-41. (11)

Oct 21  Why Leadership?

• Van Vugt and Ahuja, Chapter 2, pp. 42-64. (12)
Oct 23  Why Followership?
- Van Vugt and Ahuja, Chapter 3, pp. 65-93. (13)

Oct 28  Traits of (Effective) Leaders: Personality

Oct 30  Traits of (Effective) Leaders: Dominance
- Petersen and Laustsen (2019). Dominant leaders and the political psychology of followership. *Current Opinion in Psychology*. (15)

Nov 4  Traits of (Effective Leaders): Evolutionary Mismatch
- van Vugt and Ahuja, Chapter 6, pp. 148-183. (16)

Nov 6  Ontogeny of Leadership

Nov 11  Cultural Norms and Leadership

Nov 13  Egalitarianism
- Van Vugt and Ahuja, Chapter 4, pp. 94-121. (19)

Nov 18  Film: Ongka’s Big Moka

Nov 20  Rise of Inequality
- Van Vugt and Ahuja, Chapter 5, pp. 122-147. (20)

Nov 25  
**Rise of Inequality (continued)**

• Boyer, Chapter 6, pp. 203-216 *(21)*

Nov 27  
**NO CLASS (Thanksgiving Break)**

Dec 2  
**Summing Up: Stone-Age Minds in Large-Scale States**

• Boyer, Chapter 6, pp. 216-244

Dec 4  
**Summing Up: Stone-Age Minds in Large-Scale States**

• Van Vugt and Ahuja, Chapter 7, pp. 184-208

Dec 6  
**FINAL PAPER due (by 5pm, in my mailbox or at my office)**

Dec 9  
**FINAL EXAM (9am - 12pm)**