LEADERSHIP AND THE SOCIAL SCIENCES
LEADERSHIP 102- FALL 2019

INSTRUCTOR: Dr. Crystal Hoyt
EMAIL: choyt@richmond.edu

OFFICE HOURS: BY APPOINTMENT
OFFICE LOCATION: Jepson Hall 132

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, two 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 will study fundamental conceptions of the human condition and social interaction. Through doing so, we will gain a basic understanding of social science theories and methodology. 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’s the role of the group in leadership? What are critical contributors to people’s success? How does narcissism and humility relate to leadership? Does power corrupt? How logical/illogical and biased/unbiased are we? Does the mind get what it expects? Who gets to choose leaders? 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? What are the fundamentals of persuasion and social influence? Why do people obey authority and why can we be vulnerable to toxic leaders? Why is legitimacy so important to us? How can we make social change? 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 (October 10th) and one cumulative final (December 16th). The exams will cover information from in-class lectures and discussions and reading assignments.

3. **CLASS PARTICIPATION, PRESENTATION, AND DISCUSSION QUESTIONS (10%)**: 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. At the end of the semester, students will give class presentations in small groups.

**Discussion Questions**: You will be assigned to either Group A or Group B and will submit one or two Discussion Questions for each set of readings on the 8 days that your Group is assigned to do so. These are to be submitted online in the BlackBoard Journal (the Journal is found under the Tools tab) by midnight before the class session. Your grade for these questions will begin at 80/80 points (100%), with 10 points subtracted for each failure to submit the questions on time. The discussion questions should, as the name implies, promote discussion. The most successful questions are integrative (i.e., they ask the respondent to relate ideas in different readings to one another).

**Makeup Exams and Paper Extension Policy**: Only under extraordinary circumstances will a make-up exam be administered or will a late paper be 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 5 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. 

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
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 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/](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/](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/](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](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](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.
# Class Schedule and Reading Assignments

## Part 1: Social Scientific Approaches to Understanding Our World

### Aug 29
**Introducing social science approaches and methodology**

### Sep 3
**Introducing social science approaches and methodology, cont.**

### Sep 5
**Introducing social science approaches and methodology, cont.**
- Same as above.

## Part 2: No (Wo)man Is an Island

### Sep 10
**GROUP A**
**Social animals: The need to belong and the role of the group in leadership**

### Sep 12
**GROUP B**
**The importance of context: culture, community, family, generation.**

## Part 3: Focusing on the Leader

### Sep 17
**GROUP A**
**The cult of personality: Narcissism and Humility**

### Sep 19
**Library research with Ms. Lucretia McCulley;**
**IMPORTANT:** Bring your laptop to class, can check one out from the front desk of the library
(Ir)rational beings: Where’s the logic and accuracy?


I can because I’m special: Self-serving biases and self-justification


Does power corrupt?


**PART 4: PERCEPTIONS, EXPECTATIONS, and LEADERSHIP**

Why the mind gets what it expects


Perceiving leaders: Why we fall for tall, dark, and handsome male leaders


Perceiving leaders and the potentially threatening nature of stereotypes

- Nicholas Kristof, “*Is Everyone a Little Bit Racist?*” NY Times, 8/27/2014
- Nicholas Kristof, “*Sexism Persists, Even Among the Enlightened,*” NY Times, 6/11/2014
# PART 5: AN INTERPERSONAL PERSPECTIVE TO LEADERSHIP: UNDERSTANDING INFLUENCE PROCESSES

**Oct 24**

**GROUP B**  
**The art of persuasion**  

**Oct 29**

**The art of persuasion continued**  

**Oct 31**

**GROUP A**  
**Winning friends and influencing people: Social Influence**  

**Nov 5**

**GROUP B**  
**Understanding obedience to authority**  

**Nov 7**

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

**Nov 12**

**GROUP A**  
**Our vulnerability to toxic leaders…and becoming one ourselves**  

# PART 6: INEQUALITY AND SYSTEM JUSTIFICATION

**Nov 14**

**GROUP B**  
**Choosing leaders: Who gets to vote?**  

**Nov 19**

**GROUP A**  
**Legitimacy, fairness, and system justification**  

**Nov 21**

**GROUP B**  
**Social change and system justification (spotlight on wealth inequality in America)**  
- Haidt, J. (2012, February 20). How to get the rich to share the marbles. The New York Times
## PART 7:
**LEADERSHIP TO WHAT ENDS: TAKING A SOCIAL SCIENCE PERSPECTIVE TO CONTEMPORARY SOCIAL PROBLEMS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Nov 26</td>
<td><strong>Group Work</strong></td>
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<tr>
<td>Nov 28</td>
<td><strong>Happy Thanksgiving!</strong></td>
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<tr>
<td>Dec 3</td>
<td><strong>GROUP 1: Oppression and Opportunity</strong></td>
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<td><strong>GROUP 2: Climate of Uncertainty</strong></td>
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<td><strong>GROUP 3: Education in America</strong></td>
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<td>Dec 5</td>
<td><strong>GROUP 4: Just Mercy</strong></td>
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<td><strong>GROUP 5: Poverty and work</strong></td>
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**FINAL EXAM:** Monday, December 16, 9am-noon.