LEADERSHIP AND THE SOCIAL SCIENCES
LEADERSHIP 102- SPRING 2019

INSTRUCTOR: Dr. Crystal Hoyt  OFFICE HOURS:  WED 4-5PM & BY APPOINTMENT
EMAIL: choyt@richmond.edu  OFFICE LOCATION: Jepson Hall 132
PHONE: 804-287-6825

COURSE TIME & LOCATION: Tues/Thurs: 9-10:15am, Jepson Hall 120
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? How does cooperation work? 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 *(March 7th)* and one cumulative final *(April 29th)*. The exams will cover information from in-class lectures and discussions and reading assignments.

3. **ACTIVITIES, RESEARCH PARTICIPATION, AND PRESENTATION (10%)**: We will engage in a variety of activities throughout the semester. For example, you will be asked to attend some Jepson and university events that occur outside of class time and to participate in and/or attend local presentations of research. You will also give a presentation to the class with a group of students.

4. **CLASS PARTICIPATION**: 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.

**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](https://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/](https://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](https://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](https://registrar.richmond.edu/planning/religiousobs.html)
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 processing, concentration, and related techniques; working on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encouraging campus and community involvement.

**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, connecting with internships and learning experiences, investigating graduate and professional school options, and landing your first job. We encourage you to schedule an appointment with a career advisor during your first year.

**Counseling and Psychological Services** ([http://wellness.richmond.edu/offices/caps](http://wellness.richmond.edu/offices/caps) or 289-8119): Assists students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include short-term counseling and psychotherapy, crisis intervention, psychiatric consultation, and related services.

**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.

**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
Class Schedule and Reading Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Jan 15</td>
<td>Introductions and all that jazz</td>
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<td></td>
<td><strong>PART 1:</strong> Social Scientific Approaches to Understanding Our World</td>
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<tr>
<td>Jan 17</td>
<td>Introducing social science approaches and methodology</td>
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<tr>
<td>Jan 22</td>
<td>Introducing social science approaches and methodology, cont.</td>
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<tr>
<td>Jan 24</td>
<td>Introducing social science approaches and methodology, cont.</td>
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<td>- Same as above.</td>
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<td><strong>PART 2:</strong> No (Wo)man Is An Island</td>
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<td>Jan 29</td>
<td>Social animals: The need to belong and the role of the group in leadership</td>
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<td>Jan 31</td>
<td>The importance of context: culture, community, family, generation.</td>
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<td><strong>PART 3:</strong> Focusing on the Leader</td>
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<td>Feb 5</td>
<td>The cult of personality: Narcissism and Humility</td>
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<tr>
<td>Feb 7</td>
<td>Library research with Ms. Lucretia McCulley; Location: B26 classroom on Basement Level 2</td>
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Feb 12 (Ir)rational beings: Where’s the logic and accuracy?


Jepson Forum talk
Feb 13 • 7 p.m. • Camp Concert Hall, Modlin Center for the Arts
Democracy in the Age of Twitter, Facebook, and YouTube
Zeynep Tufekci

Feb 14 I can because I’m special: Self-serving biases and self-justification


Feb 19 Does power corrupt?


Feb 21 How do leaders make decisions?


PART 4: PERCEPTIONS, EXPECTATIONS, and LEADERSHIP

Feb 26 Why the mind gets what it expects


Feb 28 Perceiving leaders: Why we fall for tall, dark, and handsome male leaders

March 5  •  7 p.m.  •  Jepson Alumni Center

**Jepson Forum talk**

Democracy for Realists
Larry Bartels

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**Mar 5**

**Perceiving leaders and the potentially threatening nature of stereotypes**

- Nicholas Kristof, “Is Everyone a Little Bit Racist?” NY Times, 8/27/2014

**Mar 7**

**MIDTERM EXAM**

**Mar 12, 14**

**SPRING BREAK!! Have fun 😊**

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**Mar 19**

**Leadership and cooperation**

*NOTE: Do not read these before class. Read immediately after our class.*


**Mar 21**

**The art of persuasion**


**Mar 26**

**The art of persuasion continued**


**Mar 28**

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


**Apr 2**

**Social Influence and Presidential Debates**

*Guest speaker: Professor Al Goethals, Professor of Leadership Studies*


**Apr 4**

**Understanding obedience to authority**


**Apr 9**

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

Jepson Forum talk
April 10 • 7 p.m. • Jepson Alumni Center
Can We Make Our Democracy Work?
Melody Barnes

Apr 11   Choosing leaders: Who gets to vote?

Apr 16   Legitimacy, fairness, and system justification

PART 6:
LEADERSHIP TO WHAT ENDS: TAKING A SOCIAL SCIENCE PERSPECTIVE TO CONTEMPORARY SOCIAL PROBLEMS

Apr 18   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

Apr 23   GROUP 1: Oppression and Opportunity

GROUP 2: Climate of Uncertainty

GROUP 3: Education in America

GROUP 5: Poverty and work

Course Wrap-up

FINAL EXAM: Monday April 29 2pm-5pm.
Leadership and the Social Sciences
LDST 102, Spring 2019
Events Requirement and Research Requirement

Events Requirement
Because of the distributed nature of the Jepson experience, students are asked to attend several events that occur outside of regular class hours. You are required to attend three talks this semester. Please look at the events below and identify three that you are going to attend. Write these down in your calendar so you don’t miss them. After attending each event, you are asked to write up a brief response (one to two paragraphs) to the event and submit it online in the BlackBoard Journal (the Journal is found under the Tools tab) within one week of the event.

The three Jepson Leadership Forum events are STRONGLY recommended:

<table>
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<tr>
<th>Date</th>
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<tr>
<td>Feb 13</td>
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<td>Camp Concert Hall, Modlin Center for the Arts</td>
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<td>Zeynep Tuфекчи</td>
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<td></td>
<td>*Contributing Opinion Writer to The New York Times and UNC-Chapel Hill</td>
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<td>*Associate Professor</td>
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<td>*This lecture has been rescheduled and will be held on Wed., Feb. 13.</td>
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<td>March 5</td>
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<td>Jepson Alumni Center</td>
<td>Democracy for Realists</td>
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<td>Larry Bartels</td>
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<td><em>May Werthan Shayne Chair of Public Policy and Social Science at Vanderbilt University</em></td>
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<td>April 10</td>
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<td>Can We Make Our Democracy Work?</td>
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<td>Melody Barnes</td>
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<td><em>Former Director of the White House Domestic Policy Council; Principal and Co-Founder of MB² Solutions LLC, a domestic policy strategy and impact development firm</em></td>
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Other potential events if you cannot make a Jepson Forum talk:

**CCE Brown Bag**
Friday, January 18, 2019 from 12:30 PM - 1:25 PM
Tyler Haynes Commons, Room 305
*The Infinite Hope for East End Cemetery*
Speakers: Erin Hollaway Palmer, Friends of East End (FOEE)
Brian Palmer, Friends of East End (FOEE)

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**CCE Brown Bag**  
Friday, January 25, 2019 from 12:30 PM - 1:25 PM  
Tyler Haynes Commons, Room 305  
*The School-to-Prison Pipeline: The Intersectionality Between Discipline and Bias*  
Speaker: Cara Jean O’Neal, School Psychologist, The Academy at Virginia Randolph (AVR/PACE)

**CCE Brown Bag**  
Friday, February 1, 2019 from 12:30 PM - 1:25 PM  
Tyler Haynes Commons, Room 305  
*Community-Centered Audio Storytelling*  
Speakers: Irina Rogova, Race & Racism at UR Project Archivist, University of Richmond  
Kelley Libby, Associate Producer, Virginia Humanities  
Nicki Stein, Community Partnerships Manager, Make Space Program, Visual Arts Center of Richmond

**CCE Brown Bag**  
Friday, February 8, 2019 from 12:30 PM - 1:25 PM  
Tyler Haynes Commons, Room 305  
*Weaving Sustainability into the Fabric of the University: UR's First Sustainability Plan*  
Speakers: Rob Andrejewski, Director of Sustainability, Office for Sustainability, University of Richmond

**SHARP Viewpoint Series**  
Tuesday, February 12, 2019 at 7:00 PM  
Queally Center  
*Freedom of Expression on Campus*  
Robert Zimmer, President of the University of Chicago, Mathematician, and Author, Essential Results of Functional Analysis

**English Department Spring Lecture**  
Wednesday February 27, 2019 at 5:00 PM  
Weinstein Hall, Brown Alley Room  
*Queer Eye for the Straight Guys’ Eyes for Queer Guys: Male Sex Work Documentaries and Affective Labor*  
Dr. Nicholas de Villiers, Associate Professor of English and Film, University of North Florida

**SHARP Viewpoint Series**  
Thursday, March 21, 2019 at 7:00 PM  
Queally Center  
*Why the Humanities Matter Now, More Than Ever*  
Speaker: Paula Krebs, Executive Director of the MLA, Former Dean of Humanities and Social Sciences, and Contributor, The Chronicle of Higher Education and Inside Higher Ed

**WGSSS/WILL*”**  
Tuesday, March 26, 2019 7:00 PM  
Weinstein Hall, Brown-Alley Room  
*Reclaiming the Radical Imagination*  
Speaker: Favianna Rodriguez.
Research Requirement

Because we think that one of the best ways to learn about research is to actually be involved in the process, students in LDST102 are expected to volunteer to be participants in research projects. You will be asked to participate in 3 studies this semester. Many of the topics we will be studying this semester were discovered with the help of students, like you, who volunteered to take part in research pertaining to leadership and influence processes. As is the case at most major universities, researchers at the University of Richmond are currently studying a number of topics that are related to leadership—such as personality, cognition, memory, group behavior, and gender differences—and they need your help to carry out this research. Researchers will contact you periodically throughout the semester, via SpiderBytes and email, and ask if you have time to take part in their research. Involvement can vary from responding to an online survey to going to a laboratory to take part in an experiment. If you agree to take part in a research session, it is important that you be sure to attend at the time scheduled.

The Jepson School of Leadership appreciates the help you give by participating, but if you don’t wish to volunteer there are other ways for you to learn about research first hand. Each semester researchers, from both UR and from other Universities, deliver presentations in which they describe their research. If you wish, you can attend such a talk in place of an hour of participation. It is important, however, that the talk you attend is research-based. Usually, that will be obvious, because the presenter is a social scientist and will use powerpoints to discuss his or her findings. If you have a question about a talk qualifying, just ask.

After participating in each study (or attending each talk), write down the title of the study/talk, the researcher’s/speaker’s name, the date you participated/attended, and a brief description of the study/talk on the sheet attached. You do not need to get the researcher’s signature. I will collect this information at the end of the course.
## Research Requirement

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<tr>
<th>Date:</th>
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Brief description of study/talk:

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