

LDST 102: Leadership and the Social Sciences

FALL 2021

TIME:	Mon, Wed 9:00-10:15am
LOCATION:	Jepson Hall 102
WEBSITE:	https://blackboard.richmond.edu
INSTRUCTOR:	Dr. Chris von Rueden
EMAIL:	cvonrued@richmond.edu
OFFICE:	Jepson Hall 235
OFFICE HOURS:	Fri 9:00am-11:00am Or by appointment at a different time
ZOOM:	https://us02web.zoom.us/j/84575502410?pwd=K2E3N2NnZGxVaHpOaU9TVnArbStlQT094wLYKJ (password)

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 behave the way we do. For example, what causes us to cooperate or fight with each other? What explains morality and religion? Why do humans form families? 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 have certain personality traits? Why have women been under-represented as leaders? How does leadership vary across cultures? 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 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. There is one book you must acquire:

- Boyer, P. (2018). *Minds Make Societies*. New Haven: Yale University Press.

By 9am of each class day, you must also complete a quiz (on Blackboard) on the readings assigned for that class day. During classtime, I strongly encourage you to comment, ask a question, or provoke discussion at any time. Approximately every two weeks, recent lecture slides will become available on Blackboard as a powerpoint file.

How you will be graded:

1. Discussion (15% of grade)

Your discussion grade will depend on you **(a)** attending classes. **Do not attend in-person if you are ill or suspect exposure to COVID-19. If you are ill, you will not be penalized for missing class, so long as you communicate the reason for your absence with me.** Your discussion grade will also depend on you **(b)** asking questions during class and **(c)** actively participating in discussions. Turning in your **(d)** religious reflection (due Sep. 15) and your **(e)** provisional final paper thesis (due Nov. 15) also count towards your discussion grade. Both are graded on a completed/not completed basis.

2. Quizzes (15% of grade)

By 9am of each class day, you will take a short quiz (on Blackboard) on the readings assigned for that class day. Quizzes are open-book and can be completed with the assistance of other students currently in the class. Quizzes become available online at the end of the previous class. The quizzes will consist of multiple choice or short answer questions. At the end of the semester, **you may drop your 3 lowest quiz grades.** Missed quizzes (for any reason) 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 in the classroom on your computers (on Blackboard) at the scheduled time (see Class Schedule).

4. Final Paper (20% of grade)

You will write a paper that leverages your understanding of human behavior from the course to recommend solutions to a pressing issue (e.g. climate change, pandemics, misinformation and political polarization, international conflict, mental illness, economic inequality, gender inequality, racism). The paper should be **at least 7 pages of text** (1-inch margins, double spaced, 12-point font), structured into three sections: (1) Introduction, in which you present your main argument, i.e. thesis; (2) body sections organized under specific headings, in which

you defend your thesis with literature from class and from your own research (**minimum 3 sources that aren't from the reading list**); (3) Conclusion. In addition, include an alphabetized list of References, in which you provide the bibliographic information for the articles you cite. Wikipedia or blog posts are not valid bibliographic sources for papers written in this class, though they can be helpful in directing you towards the sources that you can cite (e.g. journal articles, news articles). To access journal articles or other resources online, you can make use of UR's library subscriptions. If you are off campus, you can log into UR's VPN: (<https://spidertech.net.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 15th**. 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 or after class 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 is cumulative, but will emphasize material from after the midterm exam. The final exam will be taken in the classroom on your computers (on Blackboard) at the scheduled time (see Class Schedule).

Notes:

1. **COVID-19 Policy:** Masks are to be worn at all times in the classroom, irrespective of your vaccination status. If your mask is not well-fitting, I will ask you to get a new one or leave class. The Delta variant means higher risk of break-through transmission, and my children are unvaccinated.
2. **Laptops:** Computers can be used in class only for purposes related to the class, particularly note-taking or accessing course materials. Use of the internet for other purposes, including chatting, emailing, or use of internet for entertainment, are not allowed during classtime and will negatively affect your discussion grade.

3. **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
4. **Religious Accommodation:** 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
5. **Disability Accommodation:** 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
6. **Plagiarism:** 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>
7. **Honor System:** When writing your final paper and when studying for and taking the quizzes/exams, be aware of the provisions of the Honor System: "I pledge that I have neither received nor given unauthorized assistance during the completion of this work." Unauthorized assistance includes consulting materials provided by students from past classes.
studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html
8. **Microaggressions:** Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership. A comfortable and productive environment where meaningful learning happens can be collectively created through actions, words, or environmental cues that promote the inclusion and success of marginalized members, recognizing their embodied identity, validating their realities, resisting sexism, ableism, and racism.

The University of Richmond is committed to building an inclusive community. To do so, the following resources are available to support our students: **Spiders Against Bias** (an anonymous peer to peer support network that aids microaggression and bias incident survivors in connecting to different resources) and the **Bias Resource Team**. Additionally, this semester students are leading a series of workshops, **Not So Slight: Combating mAcroaggressions**, for students to learn how to recognize microaggressions and how to have meaningful conversations around difficult topics in an aggression-free environment.

With this in mind, as a community member at the University of Richmond, I pledge to address microaggressions in the classroom by holding myself, other students, and faculty accountable for what is said and being receptive to criticism when perpetuating these slights, snubs, or insults.

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): Academic coaches assist students in assessing and developing their academic and life-skills (e.g., critical reading and thinking, information conceptualization, concentration, test preparation, time management, stress management, etc.). Peer tutors offer assistance in specific subject areas (e.g., calculus, chemistry, accounting, etc.) and will be available for appointments in-person and virtually. Peer tutors are listed on the ASC website. Email [Roger Mancastroppa \(rmancast@richmond.edu\)](mailto:Rmancast@richmond.edu) and [Hope Walton \(hwalton@richmond.edu\)](mailto:Hwalton@richmond.edu) for coaching appointments in academic and life skills.

Boatwright Library Research Librarians: (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 individual appointments, class library instruction, tutorials, and [research guides](http://researchguides.libguides.richmond.edu) (libguides.richmond.edu). Students can [contact an individual librarian](http://library.richmond.edu/help/liaison-librarians.html) (library.richmond.edu/help/liaison-librarians.html) or ASK a librarian for help via email (library@richmond.edu), text (804-277-9ASK), or [chat](http://library.richmond.edu/chat.html) (library.richmond.edu/chat.html).

Career Services: (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 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) 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 or 287-6409): 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 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 23

Introductions

- Aug 25 **Human evolution: a primer**
- Saini, A. (May 30, 2019). Europeans looked down on Neanderthals- until they realized they shared their DNA. *Popular Science*.
<https://www.popsci.com/excerpt-superior-race-science/>
 - Goodman, A. (March 13, 2020). Race is real, but it's not genetic. *Sapiens*.
<https://www.sapiens.org/biology/is-race-real/>
- Aug 30 **Nature, nurture, and human behavior**
- Boyer, Introduction
- Sep 1 **Group conflict**
- Boyer, Chapter 1, pp. 33-48.
- Sep 6 **Group conflict (continued)**
- Boyer, Chapter 1, pp. 49-65.
 - Snyder, T. (Jan. 9, 2021). The American Abyss. *The New York Times*
<https://www.nytimes.com/2021/01/09/magazine/trump-coup.html>
- Sep 8 **Cultural learning**
- Boyer, Chapter 2, pp. 66-92.
- Sep 13 **Religion**
- Boyer, Chapter 3, pp. 93-111.
- Sep 15 **Religion (continued)**
- Boyer, Chapter 3, pp. 112-124.
 - ~1 page religious reflection due (on Blackboard)
- Sep 20 **Mating and Marriage**
- Boyer, Chapter 4, pp. 125-149.
 - Singh, M. (Mar 31, 2020). Is marriage over? *Aeon*.
<https://aeon.co/essays/marriage-is-dead-long-live-marriage-how-will-we-couple-up>

- Sep 22 **In-Class Game (bring laptop)**
- Sep 27 **Cooperation and Fairness**
- Boyer, Chapter 5, pp. 163-189.
- Sep 29 **Cooperation and Fairness (continued)**
- Boyer, Chapter 5, pp. 189-202.
 - Weeden, J. and Kurzban, R. (Nov. 10, 2014). Don't fool yourself about "the other side – everyone is selfish when it comes to politics. *Vox*.
<https://www.vox.com/2014/11/10/7157997/everyone-is-selfish-when-it-comes-to-politics>
- Oct 4 **Review for MIDTERM EXAM**
- Oct 6 **MIDTERM EXAM (in the classroom, on Blackboard)**
- Oct 11 **NO CLASS (fall break)**
- Oct 13 **Leadership**
- Van Vugt and Ahuja, Chapter 1, pp. 13-41.
- Oct 18 **Why Leadership?**
- Van Vugt and Ahuja, Chapter 2, pp. 42-64.
- Oct 20 **Why Followership?**
- Van Vugt and Ahuja, Chapter 3, pp. 65-93.
 - Handwerk, B. (Oct. 22, 2020). How animals choose their leaders, from brute force to democracy. *National Geographic*.
<https://www.nationalgeographic.co.uk/animals/2020/10/how-animals-choose-their-leaders-from-brute-force-to-democracy>
- Oct 25 **How Leaders Actively Influence Followers**
- Feser, C. (2016). Chapter 3: The science of influence. From *When Execution Isn't Enough*.
- Oct 27 **Traits of Leaders: Personality**

- Simmons, L. (Apr 30, 2020). How narcissistic leaders destroy from within. *Insights by Stanford Business School*. <https://www.gsb.stanford.edu/insights/how-narcissistic-leaders-destroy-within>
- Clark, B. (Aug. 15, 2019). What makes people charismatic, and how you can be, too. *The New York Times*. <https://www.nytimes.com/2019/08/15/smarter-living/what-makes-people-charismatic-and-how-you-can-be-too.html>

Nov 1 **Traits of Leaders: Dominance**

- Petersen, M. and Laustsen, L. (2020). Dominant leaders and the political psychology of followership. *Current Opinion in Psychology*.
- von Rueden, C. (Nov 7, 2016). The conversation about Trump should consider the evolution of men’s political psychology. *This View of Life*. <https://thisviewoflife.com/trump-the-evolution-of-mens-political-psychology/>

Nov 3 **Traits of Leaders: Gender**

- von Rueden, C. (Aug 18, 2020). Nature and nurture both contribute to gender inequality in leadership. *The Conversation*. <https://theconversation.com/nature-and-nurture-both-contribute-to-gender-inequality-in-leadership-but-that-doesnt-mean-patriarchy-is-forever-123311>
- Eagly, A. (Sep 8, 2020). Once more: the rise of female leaders. *American Psychological Association*. <https://www.apa.org/research/action/female-leaders>

Nov 8 **Ontogeny of Leadership**

- Dobbs, D. (Dec. 2009). The science of success. *The Atlantic*. <https://www.theatlantic.com/magazine/archive/2009/12/the-science-of-success/307761/>

Nov 10 **Cultural Norms and Leadership**

- Gladwell, M. (2008). Chapter 7. From *Outliers*, pp. 177-223.
- Somers, M. (May 3, 2021). A cultural clue to why East Asians are kept from US C-suites. *MIT Sloan*. <https://mitsloan.mit.edu/ideas-made-to-matter/a-cultural-clue-to-why-east-asians-are-kept-us-c-suites>

Nov 15 **Discussion of Final Paper**

- Paper thesis due on Blackboard

Nov 17 **Egalitarianism**

- Van Vugt and Ahuja, Chapter 4, pp. 94-121.
- Nov 22 **Rise of Inequality**
- Van Vugt and Ahuja, Chapter 5, pp. 122-147.
- Nov 24 **NO CLASS (Thanksgiving break)**
- Nov 29 **Stone-Age Minds in Large-Scale States**
- Van Vugt and Ahuja, Chapter 6, pp. 148-183
 - Frank, R. (July 16, 2020). Spend more on society and get more for yourself. *The New York Times*. <https://www.nytimes.com/2020/07/16/business/investment-society-economic-public.html>
- Dec 1 **Review for FINAL EXAM**
- Dec 3 **FINAL PAPER due (by 5pm, on Blackboard)**
- Dec 6 **FINAL EXAM (9am-12pm, in the classroom, on Blackboard)**