

# Leadership and the Social Sciences

## LDST 102, Fall 2021

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<b>INSTRUCTOR</b>	Volha (Olga) Chykina
<b>CLASS TIME</b>	MON, WED, 1:30 pm – 2.45 pm
<b>CLASS LOCATION</b>	Jepson Hall 102
<b>COURSE WEBSITE</b>	blackboard.richmond.edu
<b>CONTACT INFORMATION</b>	vchykina@richmond.edu (email)
<b>OFFICE HOURS</b>	MON, WED, 12:00 pm – 1:00 pm, or by appointment
<b>OFFICE</b>	Jepson Hall 131

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### Course Description

This course introduces you to the study of leadership from a social scientific perspective. Using readings from across the social sciences (psychology, sociology, political science, and others), we will examine topics that are central to leadership. For example, we will discuss what individual and contextual characteristics make people more or less likely to emerge as leaders. We will also consider issues of power, politics, social justice, and cross-cultural differences through the lens of leadership. Throughout the course, we will place a special emphasis on empirical studies of leadership. In the process, we will learn to think as social scientists.

You will need your laptop for certain in-class activities. **Please bring your laptop to every class.**

### Required Texts

Steele, C. M. (2010). *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*. New York, NY: WW Norton & Company.

All other materials will be provided via Blackboard.

### Course Grades

Your grade will be based on your performance across a range of assignments. You will complete a midterm and a final (2 X 22 = 44 points), a contemporary issues essays (10 points), seven responses to assigned readings (2 X 7 = 14 points), a group presentation and book discussion (12 points), and engage in active class participation, assessed within a week after the midterm and at the end of class (10 + 10 = 20 points). Points for each assignment translate directly and with equal weight into the percentages towards the final grade.

## Passing Letter Grades are Assigned as Follows

A+ = 98-100%	B+ = 88-89%	C+ = 78-79%	D+ = 68-69%	
A = 94-97%	B = 84-87%	C = 74-77%	D = 64-67%	F <60
A- = 90-93%	B- = 80-83%	C- = 70-73%	D- = 60-63%	

## Assignments and Class Activities

*Midterm and Final (2 X 22 = 44 points).* You will take two exams during the semester: a midterm and a final. Both exams will be open-note and open-book. Exam prompts will be open-ended and are designed to assess your understanding and ability to integrate class material (as opposed to your memorization abilities). The midterm will focus on the material covered up to the midterm date and the final exam will be comprehensive.

*Contemporary Issues Essay (10 points).* Many topics and concepts discussed during the course will appear in the news and other media. This essay is an opportunity for you to use class material to understand the broader world. During the semester, you will write an essay (about 4-pages long not counting references, with 1" margins, double-spaced, in Times New Roman 12-point font) connecting course concepts to (your choice of) real-life issues and events. Please note that I will grade your essay based on the quality of contribution, not its length. Given this, if you think that you need more or less space, you can write a shorter or a longer essay. As long as the discussed issue or event is current (i.e. occurred during the semester), you can write about it. A **rubric** for this essay is provided via Blackboard. The due date for the essay is **November 22<sup>nd</sup>, at 11:59 pm**. I will reduce your grade by 1 point for each day the assignment is late.

*Responses to Assigned Readings (2 X 7 = 14 points).* For the majority of weeks, students will have one reading assigned for each class (videos do not count as readings for this class). To facilitate in-class discussion, each student will write 7 short reading responses during the course. From September 6<sup>th</sup> to November 17<sup>th</sup>, we will cover 7 topic areas (for example, Individual Characteristics of Leaders, Leadership and Politics, etc.). You are expected to write one response for each topic area. You will choose a reading to which you would like to respond in each topic area. Responses should be between 1 and 2 pages long, with 1" margins, double-spaced, in Times New Roman size 12 font. Student responses must address the following points:

- What is the author's primary argument?
- How does this argument connect to other class material and / or what are potential criticisms of the author's argument?
- What two questions do you have after reading the assigned text? (Questions can be directly about the material covered in the reading or about how this material connects to other topics and issues discussed in class.)

If your response covers these points in a way that makes it clear that you read and thought about course material, you will get 2 points. If the response partially demonstrates this, you will get 1 point. If the response does not demonstrate this, you will get 0 points. These responses will not be graded for grammar, spelling, or punctuation and can be written in the form of a note. Please bring your **printed response** with you to class on the day when the reading is due. I will not take late work for these responses. However, if you have missed one of the responses, you can make it up

by writing a response for the November 22<sup>nd</sup> reading. You can only write this additional response if you have not submitted one of the responses during the semester and not instead of the response that you have submitted and lost points on.

*Group Presentation (12 points).* You will prepare a group presentation based on *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*. I will assign groups randomly. You will work on the presentation as a group during the November 29<sup>th</sup> class. You must read the book before the November 29<sup>th</sup> class. During the November 29<sup>th</sup> class, I will provide prompts that your presentation should cover. I will join each group during class to facilitate in-group discussion of the book material. You should submit your presentation via Blackboard (as a Google Doc link, PDF, or a PowerPoint) by 11:59 pm on November 30<sup>th</sup>. One person can submit on behalf of the group. On December 1<sup>st</sup>, you will present your group work and we will also have a general book discussion. 12 points for group presentation will include both the assessment of group presentation and your individual participation in the discussion of the book. As such, if you have not participated sufficiently in the book discussion, your grade for this assignment will be lower than that of your groupmates.

*Class Participation (assessed twice during the semester, 2 X 10 = 20 points).* Each student should come to class having carefully read the assigned materials. Students should be prepared to engage with the instructor and each other in a respectful manner appropriate for a professional setting. You are expected to come to every class, and your participation grade will suffer if you do not. With that said, I will grant excused absences with ease if you reach out before class and explain the nature of your absence. I will grade participation twice, once within a week after the midterm and once at the end of the course. The first grade will assess your participation before the midterm, and the second grade will assess your participation after the midterm.

### **Additional Assignment and Grading Policies:**

All assignments except the *Group Presentation* should be submitted as a Word file or a PDF. Dropbox / Google Docs links to assignments other than the *Group Presentation* will not be accepted.

If a student disagrees with their grade for any of the assignments, they **must** discuss it with me within a week after the grade is returned. The two exceptions to this are the final and the final participation grade, for which students must contact me within 2 days after grades are posted.

## Recap of Assignments and Due Dates

Assignment	How to submit	Due date	Notes
Responses to Assigned Readings (7)	In class.	Before the start of class on the day the reading is due.	One response for each topic area covered between September 6 <sup>th</sup> and November 17 <sup>th</sup> . Submit a printed copy before class.
Midterm	Via Blackboard, during class session.	October 6 <sup>th</sup> .	
Contemporary Issues Essay	Via Blackboard.	11:59 pm on November 22 <sup>nd</sup> .	You pick for what class material you prepare this assignment.
Group presentation	Presented in class, submit presentation via Blackboard.	Presentation should be finalized and submitted by 11:59 pm on November 30 <sup>th</sup> .	You will work on preparing this presentation during the November 29 <sup>th</sup> class session.
Final	Via Blackboard, during exam session.	December 7 <sup>th</sup> , 9 am – 12 pm.	
Class participation	In class.	Throughout the semester; assessed within a week after the midterm, and at the end of the course.	

## Weekly Schedule

Students should come to class having read (or watched) all assigned materials. With the exception of the required text, all materials are on Blackboard or are publicly available.

### Introduction

#### August 23:

- No required readings.

### What is Leadership?

#### August 25:

- Northouse, P. (2016). *Chapter 1: Introduction* (pp. 1 -17). In P. Northouse, *Leadership: Theory and Practice* (7<sup>th</sup> Ed.). Los Angeles, CA: SAGE.

### Social Scientific Approaches to Studying Leadership

#### August 30:

- Antes, A. (2009). *Methods in Leadership Research* (pp. 53 – 85). In M. Mumford (Ed.), *Leadership 101*. New York, NY: Springer.

#### September 1:

- Jordan, C., & Zanna, M. (2004). *How to Read a Journal Article in Social Psychology* (pp. 583-588). In H. Reis & C. Rusbult, *Close Relationships: Key Readings*. New York, NY: Psychology Press.

Read the article below, keeping in mind the suggestions for reading a journal article provided by Jordan & Zanna. We will discuss the article vis-à-vis their suggestions in class.

- Soria, K. M., Werner, L., & Nath, C. (2019). Leadership Experiences and Perspective Taking among College Students. *Journal of Student Affairs Research and Practice*, 56(2), 138-152.

### Individual Characteristics of Leaders

➤ A reading response is due for one of the next four classes.

#### September 6: Labor Day. Note that the class will meet as scheduled.

- Gerring, J., Oncel, E., Morrison, K., & Pemstein, D. (2019). Who Rules the World? A Portrait of the Global Leadership Class. *Perspectives on Politics*, 17(4), 1079-1097.

#### September 8:

- Blaker, N. M., Rompa, I., Dessing, I. H., Vriend, A. F., Herschberg, C., & Van Vugt, M. (2013). The Height Leadership Advantage in Men and Women: Testing Evolutionary

Psychology Predictions about the Perceptions of Tall Leaders. *Group Processes & Intergroup Relations*, 16(1), 17-27

**September 13:**

- Graham, J. R., Harvey, C. R., & Puri, M. (2017). A Corporate Beauty Contest. *Management Science*, 63(9), 3044-3056.

**September 15:**

- Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional Intelligence: Implications for Personal, Social, Academic, and Workplace Success. *Social and Personality Psychology Compass*, 5(1), 88-103.

**Glass and Bamboo Ceilings in Leadership**

➤ A reading response is due for either September 22<sup>nd</sup> or September 27<sup>th</sup> class.

**September 20:**

No readings assigned for today but please watch these two TED Talks:

- [https://www.youtube.com/watch?v=PYYBqs\\_x044](https://www.youtube.com/watch?v=PYYBqs_x044)
- <https://www.youtube.com/watch?v=FVzHBWoIGew>

**September 22:**

- Tripp, A. M., & Kang, A. (2008). The Global Impact of Quotas: On the Fast Track to Increased Female Legislative Representation. *Comparative Political Studies*, 41(3), 338-361.

**September 27:**

- Lu, J. G., Nisbett, R. E., & Morris, M. W. (2020). Why East Asians but not South Asians are Underrepresented in Leadership Positions in the United States. *Proceedings of the National Academy of Sciences*, 117(9), 4590-4600.

**The Importance of Diversity in Leading Successful Teams**

➤ A reading response is due for either September 29<sup>th</sup> or October 13<sup>th</sup> class.

**September 29:**

- Page, S. (2007). *Diverse Perspectives: How We See Things* (pp. 23–51). In S. Page, *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies*. Princeton, NJ: Princeton University Press.

**Midterm**

**October 4:** Review for Midterm

**October 6:** Midterm

**October 11: No Class: Fall Break!**

**The Importance of Diversity in Leading Successful Teams (Cont'd)**

**October 13:**

- Stahl, G. K., & Maznevski, M. L. (2021). Unraveling the Effects of Cultural Diversity in Teams: A Retrospective of Research on Multicultural Work Groups and an Agenda for Future Research. *Journal of International Business Studies*, 52(1), 4-22.

**Leadership and Politics**

➤ A reading response is due for one of the next two classes.

**October 18:**

- Viviani, L. (2017). A Political Sociology of Populism and Leadership. *Società Mutamento Politica*, 8(15), pp. 279-303.

**October 20:**

- Carsten, M. K., Bligh, M. C., Kohles, J. C., & Wing-Yan Lau, V. (2019). A Follower-Centric Approach to the 2016 US Presidential Election: Candidate Rhetoric and Follower Attributions of Charisma and Effectiveness. *Leadership*, 15(2), 179-204.

**Power, Persuasion, and Leadership Ethics**

➤ A reading response is due for one of the next three classes.

**October 25:**

- Burger, J. M. (2009). Replicating Milgram: Would People Still Obey Today? *American Psychologist*, 64(1), 1-11.

**October 27:**

- Lipman-Blumen, J. (2005). Toxic Leadership: When Grand Illusions Masquerade as Noble Visions. *Leader to Leader*, 2005(36), 29-36.

**November 1:**

- Kubin, E., Puryear, C., Schein, C., & Gray, K. (2021). Personal Experiences Bridge Moral and Political Divides Better than Facts. *Proceedings of the National Academy of Sciences*, 118(6), 1-9.

## Leadership in Education

➤ A reading response is due for one of the next three classes.

### November 3:

- Bell, L. A. (2016). *Theoretical Foundations for Social Justice Education* (pp. 3–26). In M. Adams and L. A. Bell (Eds.), *Teaching for Diversity and Social Justice*. New York, NY: Routledge.

### November 8:

- Pfaff, S., Crabtree, C., Kern, H. L., & Holbein, J. B. (2021). Do Street-Level Bureaucrats Discriminate Based on Religion? A Large-Scale Correspondence Experiment among American Public School Principals. *Public Administration Review*, 81(2), 244-259.

### November 10:

- Bastedo, M. N., Samuels, E., & Kleinman, M. (2014). Do Charismatic Presidents Influence College Applications and Alumni Donations? Organizational Identity and Performance in US Higher Education. *Higher Education*, 68(3), 397-415.

## Leadership Across Cultures

➤ A reading response is due for one of the next two classes.

### November 15:

- Dorfman, P. W., Howell, J. P., Hibino, S., Lee, J. K., Tate, U., & Bautista, A. (1997). Leadership in Western and Asian Countries: Commonalities and Differences in Effective Leadership Processes across Cultures. *The Leadership Quarterly*, 8(3), 233-274.

### November 17:

- Berger, E. (2018). *How a Community-Led Response to Sexual Exploitation in Uganda Led to Systemic World Bank Reform*. Accountability Note. Retrieved from <https://bit.ly/3jX0YeE>.

## Leadership and Corporate Social Responsibility

### November 22:

- Pope, S. (2015). Why Firms Participate in the Global Social Responsibility Initiatives (pp. 251-285). In K. Tsutsui and A. Lim (Eds.), *Corporate Social Responsibility in a Globalizing World*. Cambridge, UK: Cambridge University Press.

➤ Contemporary Issues Essay is due at 11:59 pm on November 22<sup>nd</sup>.

➤ Remember that you have to read the entire book by November 29<sup>th</sup>. If you have not begun reading the book by this point, you should start very soon.

## Thanksgiving Break (November 23 – November 28)

### Round-Up: Leadership, Stereotypes, and What We Can do

#### November 29:

- Steele, C. M. (2010). *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*. New York, NY: WW Norton & Company.

While introducing some new concepts not yet covered in class, this book also offers a great capstone to many topics that we have discussed during this course. Please come to the November 29<sup>th</sup> class having read the entire book. During this class, you will have dedicated time to discuss the book in groups and start working on your group presentations. I will join each group to answer questions and facilitate the discussion. I will share the elements that students need to include in the presentation at the beginning of the class.

**December 1:** Reserved for final group presentations and book discussion.

### Final Exams

#### Final Exam:

**TUE, December 7, 9 am – 12 pm.**

**End Fall Term: Dec 14**

**Final Grades Due: 9 am, Dec 17.**

## Other Policies

### 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](http://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/](http://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](http://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](http://registrar.richmond.edu/planning/religiousobs.html)

### Addressing Microaggressions on Campus

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<sup>1</sup>. Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups<sup>2</sup>. Furthermore, both students and faculty who are exposed to microaggressions more often are more likely to have depressive symptoms and negative affect (a negative view of the world)<sup>3</sup>. 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<sup>4</sup>. With this in mind, community member at the University of Richmond should aim to address microaggressions in the classroom by holding themselves, other students, and faculty accountable for what is said and being receptive to criticism when perpetuating these slights, snubs, or insults.

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<sup>1</sup> Sue, S., Zane, N., Nagayama Hall, G. C., & Berger, L. K. (2009). The Case for Cultural Competency in Psychotherapeutic Interventions. *Annual Review of Psychology*, 60(1), 525–548. <https://doi.org/10.1146/annurev.psych.60.110707.163651>

<sup>2</sup> Bergom, I., Wright, M.C., Brown, M.K. and Brooks, M. (2011), Promoting College Student Development through Collaborative Learning: A Case Study of Hevruta. *About Campus*, 15, 19-25. <https://doi.org/10.1002/abc.20044>

<sup>3</sup> Nadal, K. L., Griffin, K. E., Wong, Y., Hamit, S., & Rasmus, M. (2014). The Impact of Racial Microaggressions on Mental Health: Counseling Implications for Clients of Color. *Journal of Counseling & Development*, 92(1), 57–66. <https://doi.org/10.1002/j.1556-6676.2014.00130.x>

<sup>4</sup> Rolón-Dow, R. (2019). Stories of Microaggressions and Microaffirmation: A Framework for Understanding Campus Racial Climate. *NCID Currents*, 1(1). <http://dx.doi.org/10.3998/currents.17387731.0001.106>