

LDST 102 Leadership and the Social Sciences Fall 2021

Instructor: Dr. Haley Harwell

Email: hharwell@richmond.edu

Class Time: Section 03: Tuesday and Thursday 10:30am-11:45am
Section 04: Tuesday and Thursday 12:00pm-1:15pm

Class Location: JPSN 120

Office Hours: By appointment

Office Location: JPSN 130

Course Website: <http://blackboard.richmond.edu/>

DESCRIPTION AND GOALS OF THE COURSE:

This course is an introduction to the types of issues studied by social scientists on the topic of leadership and is designed to develop skills to help you think like a social scientist. In this course, we will focus on theoretical and empirical explorations of social interaction. Using findings from a variety of the social sciences like economics, psychology, political science, sociology, and anthropology, we will explore questions central to an understanding of leadership: Why is leadership so important to us? How can you study leadership? Do leaders tend to possess traits like intelligence, extraversion, generosity, or greater physical stature? Are women and men equally suited to lead? Are there common or general contributors to leader's success? Why do people follow leaders? How does influential power impact people? When does leadership break down and fail? What effects do persuasion and social influence have on followers? How do expectations and stereotypes impact how we perceive leaders? Finally, we will apply a broad array of social science approaches to look more in depth at leadership with respect to current events and relevant policy issues. The goal of the course is to expose students to the study of leadership by observing and thinking critically about the depths of human behavior.

READINGS and REQUIRED TEXTS:

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. The readings will be available on Blackboard the week before it will be discussed in class. The assigned readings provide the background and context for classroom lecture and discussion. PLEASE read the readings **before** the class period during which they are discussed. For the group project assignment, you will be required to read one of five books. These books will be discussed later in the semester.

COURSE REQUIREMENTS:

Evaluation for Course Grade

- 15%-Class Participation and Class Activities
- 15%- Quizzes and Assignments
- 20%- Midterm
- 20%- Final Exam
- 15%- Group Project
- 15%- Written Assignment

A+ 98-100	B+ 88-89	C+ 78-79	D+ 68-69	F <60
A 94-97	B 84-87	C 74-77	D 64-67	
A- 90-93	B- 80-83	C- 70-73	D- 60-63	
I will round grades as follows: 0.01-0.49 will round down; 0.5-0.99 will round up				

1) **CLASS PARTICIPATION and CLASS ACTIVITIES (15%):** This course is predicated on the active participation of all members. You are expected to attend all classes (see more information on Jepson attendance policy below), arrive on time, and fully engage in discussions and activities. The format of this class is a mixture of lectures, class discussions, group discussions, and activities. With respect to the discussion, I prefer to place the emphasis on quality instead of quantity. Engagement is considered cooperation and discussion in small group settings, classroom discussion, or questions sent to the professor through email or asked during office hours. **You must come to class fully prepared to discuss the assigned readings.** The engagement grade will be broken into three five-week periods. Students will receive up to fifty points for each of the five-week periods. This grade will be posted on blackboard after the five-week period has finished. There is a maximum of 150 points available for class participation. There will also be multiple class activities. At the end of the semester, you will receive a maximum of 50 points, depending on your participation in classroom activities (this includes count and participation level). This will result in a total of 200 possible points for both class participation and classroom activities. The default grade for engagement is a C (average); only the most unrelentingly active and informed students earn B's and A's.

2) **QUIZZES and ASSIGNMENTS (15%):** There will be multiple quizzes and short assignments throughout the semester. Most quizzes will be administered online these will be open book and note and 10 questions typically. There could be a few pop quizzes in class as well. Assignments will be assigned throughout the semester; these could include reading reflections/ article responses and short activities done as homework.

3) **MIDTERM EXAM (20%):** The midterm exam will consist of multiple choice and short answer questions. The exam will cover information from in-class discussions, lectures and reading assignments.

4) **FINAL EXAM (20%):** The final exam will consist of multiple choice and short answer questions. The exam will cover information from in-class discussions, lectures and reading assignments. The final exam is cumulative (covering all material from the semester) but may emphasize the material since the midterm exam. There will also be questions about the group presentations.

5) **GROUP PROJECT (15%):** You will be put into groups of 4 or 5 and given clear direction on a group project. The results will be presented at the end of the semester in a group presentation the last two days of class. This group project will be important to work on throughout the second half of the semester after the actual assignment is discussed. There will also be a group member evaluation (peer evaluation) that will account for your final score in the group project. You will be giving feedback on your team members and their personal contributions and the quality of the work produced.

6) **WRITTEN ASSIGNMENT (15%):** You will be required to write **one** topical paper this semester. This paper is due on **Friday, November 12, 2021 by 5:00pm**. You will need to submit the paper in Blackboard. Details for the assignment will be provided in the course. There will be clear objectives laid out for the assignment. **There will be absolutely no late work accepted.**

NOTES FOR SUCCESS (Jepson School of Leadership Studies Common Syllabus Insert):

1. 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

2. 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/

3. 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

4. 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

5. 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.¹ Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.²

Furthermore, both students and faculty that are exposed to microaggressions more often are more likely to have depressive symptoms and negative affect (a negative view of the world).³ 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.⁴

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.⁵ 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.

¹ 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>

² 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>

³ 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>

⁴ 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>

⁵ <https://commonground.richmond.edu/contact/bias-incidents/index.html>

HARWELL'S NOTES FOR SUCCESS:

Make-up Exams and Paper Extension Policy: Make-up and late work will only be allowed under **extraordinary circumstances**. All extensions, make-up exams, and late work must be approved beforehand, if at all possible, by the professor. These requests should accompany a letter from the Dean. Any late work will be docked by 10 points for each day it is late. All make-up exams and work may take a different form from the other students in the class. **A paper turned in late without an acceptable excuse will not be accepted.** Make-up exams are given under exceptional circumstances (and require a note from the Dean).

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. If you plagiarize, where plagiarism is direct copying of others' work or your own previous work (any sequence of 4 words or more) or use others' ideas without attribution, I will turn you in to the honor council and you could fail the assignment and/or course. Passing on materials from this class to others (e.g., depositing course materials in a "test bank" or online at resources sites) will be considered an honors violation. ALL work in this class is assumed to be pledged work and individual work unless you are explicitly asked to work collectively.

<http://writing2.richmond.edu/writing/wweb/english/plagiarism.html>

Computers and Cell Phones: **Cell phones and laptops may not be used during class.** If you are experiencing a personal event that requires you to be online, please let me know before you use the device in class. If you have an academic accommodation that permits the use of a laptop or if you feel it is essential that you be able to take notes in class using your laptop, please see me so that arrangements can be made.

Questions or Concerns: 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 will do my very best to arrange a time that works for both of our schedules. I am extremely eager to help students, but you must take the initiative to meet with me. In addition, if you have big questions or very in-depth questions, please schedule an appointment. I will not answer through email.

This calendar is tentative AND subject to change. As the class progresses through topics, discussion and the material, we may find that we need to spend more or less time on a topic. This will result in adjusting the schedule accordingly. Always consult Blackboard for the latest information about required readings, assignments and events.

WEEK	DATE		TOPIC
1	8/24/21	T	Introductions
	8/26/21	Th	Roadmap to Topics: What is Leadership?
2	8/31/21	T	Social Science Approaches and Methods
	9/2/21	Th	Social Science Approaches and Methods
3	9/7/21	T	Groups and Leadership
	9/9/21	Th	Groups and Leadership
4	9/14/21	T	Trait Approach to Leadership
	9/16/21	Th	Trait Approach to Leadership
5	9/21/21	T	Leadership, Circumstance and Context (Outliers)
	9/23/21	Th	Leadership, Circumstance and Context (Outliers)
6	9/28/21	T	Obedience to Authority
	9/30/21	Th	Obedience to Authority
7	10/5/21	T	Exam Review, Group and Project Assignment
	10/7/21	Th	MIDTERM EXAM
8	10/12/21	T	FALL BREAK NO CLASS
	10/14/21	Th	Leadership and Cooperation
9	10/19/21	T	Leadership and Cooperation
	10/21/21	Th	Leadership and Cooperation
10	10/26/21	T	Persuasion and Social Influence in Leadership
	10/28/21	Th	Persuasion and Social Influence in Leadership
11	11/2/21	T	Persuasion and Social Influence in Leadership
	11/4/21	Th	Irrationality and Leadership
12	11/9/21	T	Irrationality and Leadership
	11/11/21	Th	Narcissistic and Humble Leadership
13	11/16/21	T	Narcissistic and Humble Leadership
	11/18/21	Th	Gender and Leadership
14	11/23/21	T	Gender, Implicit Biases, Stereotype Threat
	11/25/21	Th	THANKSGIVING BREAK NO CLASS
15	11/30/21	T	Group Presentations
	12/2/21	Th	Group Presentation, Final Exam Review (if time allows)
SEC 03	12/6/21	Monday	FINAL EXAM 2pm-5pm This exam will be comprehensive.
SEC 04	12/7/21	Tuesday	FINAL EXAM 2pm-5pm This exam will be comprehensive.

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 (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 \(hwatson@richmond.edu\)](mailto:hwatson@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 \(libguides.richmond.edu\)](http://libguides.richmond.edu). Students can [contact an individual librarian \(library.richmond.edu/help/liaison-librarians.html\)](http://library.richmond.edu/help/liaison-librarians.html) or ASK a librarian for help via email (library@richmond.edu), text (804-277-9ASK), or [chat \(library.richmond.edu/chat.html\)](http://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.