Leadership and the Social Sciences
LDST 102 - 01
Spring 2022

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Hadley Rahrig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Time</td>
<td>Mon, Wed, 9 - 10:15 AM</td>
</tr>
<tr>
<td>Class Location</td>
<td>Jepson Hall 107</td>
</tr>
<tr>
<td>Course Website</td>
<td></td>
</tr>
<tr>
<td>Contact Information</td>
<td><a href="mailto:hrahrig@richmond.edu">hrahrig@richmond.edu</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>Mon, Wed, 3 - 5 PM or by appointment</td>
</tr>
</tbody>
</table>

Please note that this syllabus is intended as a guide for students regarding course structure and assignments. While I will try to adhere to the original syllabus as much as possible, I may revise this syllabus based on course needs.

Course Description
This course is an introduction to the study of leadership from the perspective of social sciences. In this course, we will focus on theoretical and empirical study of social interaction. Through readings, reflection and discussion, you will consider “big questions” regarding what it means to be human and why the answer(s) matters for leadership.

Teaching and Learning Methods
This course implements multiple methods to stimulate you to think critically about leadership. As an instructor, I will provide a variety of structured learning experiences to achieve course goals (e.g., lectures, demonstrations, videos, in-class activities, etc.). However, opportunities for intellectual growth and insight will depend on how you engage with the material through in-class discussions, written responses to the readings, and group projects. For this reason, it is critical that you prepare for class by reading, reviewing, and analyzing the topic prior to coming to class.

Moreover, the success of you and your classmates depends on our collective agreement to be fully present. This means that you are responsible for engaging deeply with the material, raising clarifying questions and critiques, listening respectfully to your classmates, and amplifying the voices of your classmates.
**How you will be graded**

Your grade will be based on your performance across a range of assignments. You will complete one midterm, a final, a series of short reading response papers, a social norms paper, and a group presentation. Additionally, you will be graded on class engagement and discussion, assessed at mid-semester and at the end of the course. Your grade can be calculated based on percentage weights (100% total) or points (1000 points total). A summary of assignments and their grade values are listed below:

- **Midterm (20%) and Final (30%)** = 200 pts, 300 pts
- **Reading Reaction Papers (15%)** = (6 x 25 pts) = 150 pts
- **Social Norms Paper (15%)** = 150 pts
- **Group Presentation (5%)** = 50 pts
- **Class Participation (15%)** = (75 x 2) = 150 pts

**Assignments and Class activities**

- **Midterm (20%) and Final (30%)**: You will take two exams over this semester, one midterm and one final. All exams are open-book and open-note.

- **Reaction Papers (15%)**: You will write a reaction paper (1-2 pages, double-spaced, 12 pt font) to a reading from each major topic. In order to receive full credit, reaction papers need to include the following: (1) a brief summary of the reading; (2) 2-3 questions you have about the reading and (3) a comparison to other readings and discussions. Reaction papers should be submitted to Blackboard at 11:59 PM the day before class.

  Reaction papers will be graded as: submitted with excellent effort, it is clear you read and thought about the readings (3), submitted with good effort, you somewhat demonstrate you read and thought about the readings (2), submitted with minimal effort (1) or not submitted (0). **I will drop your lowest reaction paper score.**

- **Experiential Paper (15%)**: Full details for this paper will be provided in the course and posted on Blackboard.

- **Group Presentation (5%)**: At the end of the semester, you will complete a final presentation in small groups that I assign. Full details for this project will be provided at a later date.

- **Class Participation (15%)**: The format of the class combines lecture with group discussion of the readings, You are expected to attend all classes, arrive on time, and
fully engage in discussions and activities. Your grade is dependent on quality over quantity. To receive an A in participation you must show signs of engagement with the material and facilitate respectful and productive discussion with your classmates. Indicators of engagement and productive dialogue include:

- Asking questions about course topics
- Asking clarifying questions about course topics while demonstrating a clear attempt to understand the material on your own
- Expressing interest or respectful critique of course material
- Connecting course materials to current events, culture, literature, etc.
- Asking your classmates clarifying questions
- Amplifying the voices of your classmates when they raise important points or questions
- Giving whoever is speaking your full attention - and giving social indicators that you are doing so!

You will receive formal feedback regarding your class engagement through a mid-semester grade. If I have major concerns about your participation before this point I will reach out to you via email.

**Recap of Assignments and Due Dates**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>How to submit</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaction Papers</td>
<td>Via Blackboard</td>
<td>11:59 PM on the day before class</td>
</tr>
<tr>
<td>Midterm</td>
<td>Via Blackboard, during class session</td>
<td>February 23</td>
</tr>
<tr>
<td>Experiential Paper</td>
<td>Via Blackboard</td>
<td>March 23 11:59 PM</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>Presented in class; submit presentation via blackboard before the start of class</td>
<td>April 20</td>
</tr>
<tr>
<td>Final</td>
<td>Via Blackboard, during exam session</td>
<td></td>
</tr>
<tr>
<td>Class Participation</td>
<td>Assessed throughout the semester</td>
<td>Feedback provided with grade at mid-semester and at the end of the course</td>
</tr>
</tbody>
</table>
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

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 this end, the Student Center for Equity and Inclusion (SCEI) was created in 2021 and offers ongoing support and assistance for a diverse student body.⁵ 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.


5 https://inclusion.richmond.edu/

**Weekly Schedule**

<table>
<thead>
<tr>
<th>Introduction</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>January 10</td>
<td></td>
</tr>
<tr>
<td>● No readings due</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is Leadership?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>January 12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Scientific Approach</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>January 17</td>
<td>MLK Day - No Readings Due</td>
</tr>
<tr>
<td>January 19</td>
<td></td>
</tr>
<tr>
<td>“The Self” &amp; Identity</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>---</td>
</tr>
<tr>
<td>✓ A reading response is due for either January 24 or January 26</td>
<td></td>
</tr>
</tbody>
</table>

**January 24**

  - Chapter 1: The Self-aware animal
  - Chapter 3: Through the eyes of the ego

**January 26**


**Leadership Traits & Personality Science**

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

**January 31**

- Bring laptop or smartphone to class to complete in-class activity!


**February 2**


**February 7**


**February 9**


**Morality & Ideology**

- A reading response is due for either February 14 or February 16

**February 14**


**February 16**


**Midterms**

**February 21**

- Review for Midterm

**February 23**

- Midterm

**Groups and Intergroup Processes**

- A reading response is due for either February 28 or March 2

**February 28**


- Resnick, B. (2018). The Stanford Prison Experiment was massively influential. We just learned it was a fraud. Vox.


---

**Spring Break - No class March 7, March 9**

---

### Groups and Intergroup Processes

➢ A reading response is due for either March 14 or March 16

**March 14**


**March 16**


---

### Technology & Social Media

**March 21**


**March 23** **Experiential Paper Due**

● America’s Health Will Soon Be in the Hands of Very Minor Internet Celebrities *https://www.theatlantic.com/technology/archive/2021/02/vaccine-influencers-covid-anti*
-vax-instagram/618052/


### Power & Hierarchy

- A reading response is due for either March 28 or March 30

#### March 28


#### March 30


### Creativity and Vision

- A reading response is due for either April 4 or April 6.

#### April 4

- Grant A. The Originals. Chapters TBD

#### April 6

- Grant A. The Originals. Chapters TBD

### Communication & Persuasion

- A reading response is due for April 11, April 13, or April 18

#### April 11

<table>
<thead>
<tr>
<th>Date</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Spring Term Exams</strong></td>
</tr>
<tr>
<td></td>
<td><strong>April 25 - April 30</strong></td>
</tr>
</tbody>
</table>