

LEADERSHIP AND THE SOCIAL SCIENCES: LEADERSHIP 102- FALL 2024

INSTRUCTOR: Dr. Crystal Hoyt **OFFICE HOURS:** TUESDAY 4-5PM & BY APPOINTMENT
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COURSE TIMES & LOCATION: Tues/Thurs: 9-10:15am, 10:30-11:45; 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. The readings may change slightly, and other readings may be assigned during the semester. The assigned readings provide the context for classroom lecture and discussion, therefore, please read the readings **before** the class period during which they are discussed.

You will also be required to buy and read **this** book below:

- Abrams, S. (2018). *Lead from the outside: How to build your future and make real change.* Henry Holt and Company.

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. Through the study of fundamental conceptions of the human condition and social interaction, 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 equality controversial? What beliefs sustain social hierarchy? How do justification processes function at the societal and individual levels? How (il)logical and (un)biased are we? What are critical contributors to success? What is the role of the group in leadership? Is leadership in the eye of the beholder? How do expectations and stereotypes shape our perceptions of leaders? What are the fundamentals of persuasion and social influence? Why do people obey authority and why are we sometimes vulnerable to toxic leaders? How can we drive social change? Who gets to choose leaders?

The theoretical and empirical work covered in this course is deeply relevant to pressing social issues. Additionally, we will work with real-life insights from a top leader to help you shape your future and effect real change. The ultimate goal is to advance your understanding of leadership through an increased appreciation of the rich complexities of human behavior.

Social Inquiry Learning Outcomes:

1. Students will demonstrate knowledge of theories and/or patterns of human behavior appropriate to the discipline.
2. Students will demonstrate the ability to use appropriate methods to analyze human behavior.
3. Students will assess the limitations of the theories, explanations, and methods they study.

COURSE REQUIREMENTS

1. WRITTEN ASSIGNMENTS (PAPER: 25%; REACTION PAPERS: 10%; LEAD FROM THE OUTSIDE ANALYSIS: 10%): You will be required to write one individual paper, submit reaction papers to the readings for 7 class sessions, and complete a brief analysis based on the "Lead from the Outside" book. Details for the paper and the analysis will be provided during the course.

Reaction papers: You will be assigned to either Group A or Group B and will submit a short reaction paper (1/2 page, single-spaced or 1 page double-spaced; ~250 words) on BlackBoard **before the start of class on 7 of the 9 days** identified on the class schedule. In these reaction papers, you should attempt to analyze the readings for the day. **Do NOT summarize the reading as part of your reaction paper. The idea is for you to provide analysis of the topics.** 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).

Some potential discussion points might be (in no particular order):

- Discuss connections across the readings. How does the research that you are reading relate to previous topics that we have discussed? How are the themes in these readings similar or different to other class readings?
- Discuss alternative explanations for the findings. Do the explanations provided by the researchers make sense to you? Are there other explanations that seem compelling?
- Under what conditions would different results be found? What are the "boundary conditions" of these ideas/findings? How might other variables (e.g., race, gender, status) qualify or change these findings?
- How can these readings be applied to real life? Do they explain why a social phenomenon or problem exists?
- What are the implications of this research - for social interactions, for public policy?
- What additional research questions does this work stimulate? What questions need exploration?

2. EXAMINATIONS (25%, 25%): There will be two exams in this course, one midterm (October 10th) and one final (see final times at the bottom of the schedule below). The exams will cover information from in-class lectures and discussions and reading assignments. The exams will be open-notes and will focus on your factual, applied, and conceptual understanding of the material.

3. CLASS PARTICIPATION (5%):

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 participation rather than quantity. 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. A student who receives an "A" for participation comes to every class with questions about the readings in mind. An "A" student engages others with ideas, respects the opinions of others, and elevates the level of discussion.

POLICY ON USING AI TOOLS

AI is a versatile tool with a range of strengths and limitations. You are neither encouraged nor discouraged from using AI in this course. That said, using AI effectively takes a lot of work; e.g., you shouldn't trust anything it says. And, in this course *you must not use AI-based tools to plagiarize without citation*. Should you choose to use AI in any part of your coursework, *you must acknowledge using it*. Specifically, please include a concise one-page addendum with the assignment for which you used AI, detailing the specific tool you used, tasks you used it for, what prompts you used, and your insights from the experience. Share both the benefits and the limitations you observed using AI in the manner you did.

Class Schedule and Reading Assignments

August 27: Introductions and all that jazz

August 29: Introducing social science approaches and methodology

Levitt S. & Dubner, S. (2005). *Freakonomics: The hidden side of everything*. Chpts. 3 & 4

September 3: Introducing social science approaches and methodology, cont.

Antes, A. L. (2009). Methods in leadership research. In M. D. Mumford's *Leadership 101*. Springer Publishing.

Aronson, E. (1999). Social psychology as science. In *The social animal* (chapter 9, pp. 427-435).

Jordan, C. H., & Zanna, M. P. (2004). How to read a journal article in social psychology. In H. T. Reis & C. E. Rusbult (Eds), *Close relationships: Key readings* (pp. 483-492). NY: Psych Press.

September 5: Introducing social science approaches and methodology, cont.

Same readings as above

September 10: Understanding successes and inequality: Meritocracy (GROUP A)

McCoy, S. K., & Major, B. (2007). Priming meritocracy and the psychological justification of inequality. *Journal of experimental social psychology*, 43(3), 341-351.

Anderson, M. D. (2017). *Why the myth of meritocracy hurts kids of color*. The Atlantic.

September 12: The importance of context: culture, community, family, generation (GROUP B)

Gladwell, M. (2008). *Outliers*. Introduction, Chapters 1-4 (pp. 3-115). Introduction: The Roseto Mystery.

Chapter 1, The Matthew effect, Chapter 2, The 10,000-hour rule, Chapter 3, The trouble with geniuses, part. 1, Chpt. 4, The trouble with geniuses, part 2. NY: Little Brown.

September 17: System justifying ideologies (GROUP A)

Kay, A. C., Gaucher, D., Peach, J. M., Laurin, K., Friesen, J., Zanna, M. P., & Spencer, S. J. (2009). Inequality, discrimination, and the power of the status quo: Direct evidence for a motivation to see the way things are as the way they should be. *Journal of Personality and Social Psychology*, 97(3), 421-434. <https://doi.org/10.1037/a0015997>

September 19: Legitimacy, fairness, and system justification (GROUP B)

Van der Toorn, J., Feinberg, M., Jost, J. T., Kay, A. C., Tyler, T. R., Willer, R., & Wilmuth, C. (2015). A sense of powerlessness fosters system justification: Implications for the legitimation of authority, hierarchy, and government. *Political Psychology*, 36, 93-110.

September 24: Power and leadership (GROUP A)

Galinsky, A. D., Jordan, J., & Sivanathan, N. (2008). Harnessing power to capture leadership. In Crystal L. Hoyt, George Goethals, and Donelson R. Forsyth (Eds), *Social Psychology and Leadership*. New York: Praeger.

Whitson, J. A., Liljenquist, K. A., Galinsky, A. D., Magee, J. C., Gruenfeld, D. H., & Cadena, B. (2013). The blind leading: Power reduces awareness of constraints. *Journal of Experimental Social Psychology*, 49(3), 579-582.

September 26: I can because I'm special: Self-serving biases and self-justification (GROUP B)

Tavris, C. & Aronson, E. (2007). *Mistakes were made but not by me*. Orlando, FL: Harcourt. Introduction and Chapter 1: Cognitive dissonance; The engine of self-justification.

October 1: Social Identities, influence, and power (GROUP A)

Reicher, S. D., Haslam, S. A., Platow, M. J. (2007). The new psychology of leadership. *Scientific American*, Aug/Sep, 22-29.

Cikara, M., Bruneau, E. G., & Saxe, R. R. (2011). Us and them: Intergroup failures of empathy. *Current Directions in Psychological Science*, 20(3), 149-153.

October 3: Expectations and Inequality: Why the mind gets what it wants (GROUP B)

Ariely, D. (2008). *Predictably Irrational*. New York, NY: Harper Collins. Chapter: The Effect of Expectations: Why the mind gets what it expects.

Snyder, M., Tanke, E.D., & Berscheid, E. (1977). Social perception & interpersonal behavior: The self-fulfilling nature of social stereotypes. *Journal of Experimental Social Psychology*, 35, 656-666.

October 8: Catch up/ prepare for exam**October 10: Midterm Exam****October 15: Fall Break!****October 17: Race and Inequality (GROUP A)**

Zou, L. X., & Cheryan, S. (2017). Two axes of subordination: A new model of racial position. *Journal of Personality and Social Psychology*, 112, 696-717. <https://dx.doi.org/10.1037/pspa0000080>

Nicholas Kristof, "Is Everyone a Little Bit Racist?"

October 22: Who is seen and who is rendered invisible? (GROUP B)

Fryberg, S. A., Dai, J. D., & Eason, A. E. (2023). Omission as a modern form of bias against Native Peoples: Implications for policies and practices. *Social Issues and Policy Review*, 18(1), 148-170.

October 24: Why we fall for tall, handsome, White male leaders (GROUP A)

Gladwell, M. (2005). *Blink*. Introduction and Chapters 1-3.

October 29: Women and leadership (GROUP B)

Hoyt, C. L., & Simon, S. (2024). Social psychological approaches to women and leadership theory. In S. Madsen (Ed.) *Handbook of Research on Gender and Leadership* (pp. 85-99). Edward Elgar.

October 31: Social identities and reducing prejudice, Intergroup contact (GROUP A)

Tropp, L. R., & Pettigrew, T. F. (2005). Relationships between intergroup contact and prejudice among minority and majority status groups. *Psychological Science*, 16, 951-957.

November 5: The art of persuasion: Climate Change (GROUP B)

Olson, J. M., & Haynes, G. A. (2008). Persuasion and leaders. In Crystal L. Hoyt, George Goethals, and Donelson R. Forsyth (Eds), *Social Psychology and Leadership*. New York: Praeger.

November 7: Work on Lead from the Outside analysis**November 12: Winning friends and influencing people: Climate Change (GROUP A)**

Cialdini, R. B. (2003, August). Crafting normative messages to protect the environment. *Current Directions in Psychological Science*, 12(4), 105-109.

November 14: Obedience or resistance (GROUP B)

Meyer, P. (1970). *If Hitler asked you to electrocute a stranger, would you?* Esquire.

Burger, J. M. (2009). Replicating Milgram: Would people still obey today? *American Psychologist*, 64, 1-11.

November 19: Obedience or resistance (GROUP A)

Zimbardo, P. (1973). A Pirandellian prison. *The New York Times*.

Haslam, S. A., & Reicher, S. D. (2012). When prisoners take over the prison: A social psychology of resistance. *Personality and Social Psychology Review*, 16, 154-179.

November 21: Economic inequality and unequal democracy (GROUP B)

Bartels, L. M. (2008). *Unequal democracy: The political economy of the new gilded age*. Chapter 9: Economic inequality and political representation. (pp. 252-282). New York: Russell Sage Foundation.

November 26: Economic inequality and unequal democracy

Desmond, M. (2023). *Poverty, by America*. Crown. Prologue, Chpts 1-2.

December 3: Lead from the Outside Analyses

December 5: Course Wrap-up

FINAL EXAM TIMES:

9am class: Monday, December 16, 9am-noon

10:30am class: Tuesday, December 10, 2-5pm

RESOURCES AND SUPPORT

OFFICE HOURS

I encourage you to come see me during office hours as many times this semester as you need or want (email me to schedule). Office hours offer a great opportunity to clarify material, talk about upcoming assignments or those handed back, chat about careers, life, or anything else.

Peer Sexual Misconduct Advisors

The Peer Sexual Misconduct Advisors (PSMAs) are available 24/7 at (804) 346-7674 while in-person instruction is ongoing. PSMAs are students who offer confidential support to students who have been impacted by violence (such as sexual assault, dating violence, stalking, and interpersonal violence), whether they're a survivor, an accused person, or a friend or family member. We can be reached by emailing psma@richmond.edu or calling/texting (804) 346-7674. For more resources, please <https://prevent.richmond.edu/get-help/index.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 (asc.richmond.edu): Assists students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information conceptualization, concentration, and related techniques; working on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encouraging campus and community involvement. Tutors will be available virtually. The on-call peer-tutors available for these appointments are listed in the Box file: [On-Call Online Tutors](#) (<https://richmond.box.com/s/dpe37chr2zodr3o1amtj8omjk72v2ktb>). Email [Roger Mancastroppa](mailto:Rmancast@richmond.edu) (Rmancast@richmond.edu) and [Hope Walton](mailto:Hwalton@richmond.edu) (Hwalton@richmond.edu) for appointments in academic and life skills to request a Zoom conference.

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 library instruction, tutorials, research guides, and individual help. All research support will be provided online or by appointment and students can contact a librarian for help via email (library@richmond.edu), text (804-277-9ASK), chat, or Zoom (by appointment).

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 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. 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.

Common Syllabus Insert

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.”

<https://studentdevelopment.richmond.edu/student-handbook/honor/index.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.

¹Sue, 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>

²Bergom, 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>

³Nadal, 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>

⁴Rolón-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://inclusion.richmond.edu/>