LEADERSHIP IN THE DIGITAL AGE: SOCIAL MEDIA, AI, AND BEYOND

LDST 390 - FALL 2024

Course Time: Mon, Wed 1:30-2:45
Course Location: Jepson Hall 103B
Course Website: https://blackboard.richmond.edu

Instructor: Bo Yun Park
Email: bpark@richmond.edu
Office: Jepson Hall 236
Office Hours: Mon, Wed 9:30-10:30

Course Description

Social media and digital platforms have significantly altered the way that we communicate with one another. Artificial Intelligence (AI) and other algorithm-based practices are broadening the scope of social interactions. This course will explore the ways in which different forms of leadership—including but not limited to political and corporate leadership—evolve in the digital age we known thus far: What types of leaders are people looking for in today's digital age? What kinds of political leadership and political narratives resonate in the era of social media and other digital outlets? How is populism, ethnonationalism, or misinformation related to the spread of social media? How is corporate leadership affected by algorithm-based practices? We will address these questions by looking at the social science research on culture and politics, including studies on leadership, populism, misinformation, resonance, algorithm-based practices, etc.

Course Objectives

This course will equip you with the theoretical and methodological tools needed to develop your empirical research on any topic related to leadership. You will be encouraged to explore a wide array of qualitative and quantitative research methods, including interviews, digital ethnography, computational text analysis, or experiments. You will also have the opportunity to use digital platforms in creative ways and integrate their observations into your analysis of the social world. Together we will deepen our understandings of political leadership and political communication, not just in the United States, but across the globe.

Specifically, this course aims to:

1. Map the main theoretical traditions and different approaches to the study of leadership.
2. Learn and analyze the key concepts from these traditions.
3. Think critically about the different social phenomenon related to political leadership, including populism, polarization, misinformation, as well as gender and racial dynamics.
4. Connect theoretical argument and empirical research.
5. Make an oral presentation in collaboration with classmates.
6. Engage social science research in writing.

Course Prerequisites

This course has been designed as an elective that aims to delve deeper into the study of leadership from a social science perspective. Intellectual curiosity about the social and political effects of new technologies, including but not limited to social media, artificial intelligence, ChatGPT. etc. is all that is needed for the successful completion of this course.

Reading Requirements

You will not be required to purchase any textbooks for this course. All readings will be made available for download on Blackboard. You will be expected to bring a printed or electronic copy of each reading to class to engage in a lively discussion about the material with your fellow classmates. All assigned readings, as listed on the course schedule, will have to be done prior to coming to class.

Course Assignments

Attendance and participation (15 percent). You are expected to attend every class having done the readings assigned for the day. You will be asked to participate actively in in-class discussions and activities in light of what you have read. You are permitted one unexcused absence throughout the semester, but any additional absences must be notified in advance.

Oral Presentation (20 percent). You will serve as the discussant leader for one of the weeks listed on the course schedule. As discussant leaders, you will be expected to present the main ideas of the readings and engage in a thoughtful analysis of the main themes. Your presentation should be 15 minutes-long and should incorporate discussion points and analytical questions to be shared with your peers. You may choose to draw on a PowerPoint presentation or bring handouts to be distributed in class.

Midterm Paper (30 percent). For your first written assignment, you will be asked to 1) choose a topic of your own interest related to new technology and leadership broadly defined, and 2) write a research proposal (5 pages, double-spaced) for a project that you would like to conduct throughout the semester. In this proposal, you will clearly explain what research question you would like to investigate, what data you might use, and what would be the best method to answer your empirical question. You will be expected to refer to the social science literature on the topic to identify scholarly debates and tentative hypotheses to test. You will also be encouraged to use digital platforms in creative ways to collect empirical data. A brief summary of your topic (one paragraph, double-spaced) will be due at least two weeks prior to the assignment deadline.

Final Paper (35 percent). For your final assignment, you will be asked to write a research paper (10 pages, double-spaced) that 1) theoretically engages the course material we read throughout the semester and 2) empirically engages with any of the digital platforms we learned about in class. You will be expected to make use of the technology and digital platforms for your own research projects and integrate your empirical observations into your analysis of the social world. You are strongly encouraged to come to office hours to discuss your topic and the best approach to take for this assignment. A brief summary of your topic (one paragraph, double-spaced) will be due at least two weeks prior to the assignment deadline.

Paper Submissions

1. Papers should be submitted as a Word document to bpark@richmond.edu by 11:59 pm on the day the assignment is due.
2. The Word document should be saved and named as follows: [Student Name]_LDST102 Midterm or [Student Name]_LDST102 Final.
3. Make sure to stick to the page limit and include the page numbers on your document.
4. The references, tables, figures, and footnotes/endnotes are not included in the page limit.

Grading

Your final course grade will be calculated by converting each of your assignment letter grades according to the standardized numeric scale (A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.00, C- = 1.7, D = 1.0, F = 0.9) and weighting. The weights are below:

1. Attendance and participation (15 percent of your grade)
2. Oral Presentation (20 percent of your grade)
3. Midterm paper, 5 pages (30 percent of your grade)
4. Final paper, 10 pages (35 percent of your grade)

Your written work will be evaluated based on:

1. Mastery of topic
2. Focus; cogency of argumentation
3. Use of appropriate logic and evidence
4. Clarity and organization in writing
5. Originality

Late Policy for Assignments

All assignments are due at 11:59 pm on the designated date.

- One partial grade will be deducted for each 24-hour period that the assignment is late (for instance, an A would be given an A- if turned in 24 hours late; A- would be given a B+ if turned in 48 hours late, etc.)
- Extensions may be requested but only in cases of medical emergency or other extenuating circumstances. All extensions requests should be approved by the instructor 48 hours in advance unless the emergency precludes otherwise.

Resources

Writing and Speaking Resources

Students are encouraged to take advantages of the resources made available through the Writing Center and Speech Center while working on course assignments:

- You can make appointments with a consultant at the Writing Center online: https://writing.richmond.edu/appointments/index.html.
- You will also find helpful resources for writing on the Writing Center's website: https://writing.richmond.edu/writing-resources/index.html.
- You can make individual appointments with a consultant at the Speech Center online: https://speech.richmond.edu/appointments/index.html
- You will also find helpful resources about speaking on the Speech Center's website: https://speech.richmond.edu/services/index.html.

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.

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.

Other Resources

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) and Hope Walton (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 (libguides.richmond.edu). Students can contact an individual librarian(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).

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 University of Richmond's office of Disability Services strives to ensure that students with disabilities and/or temporary conditions (i.e., concussions & injuries) are provided opportunity for full participation and equal access. Students who are experiencing a barrier to access due to a disability and/or temporary condition are encouraged to apply for accommodations by visiting: disability.richmond.edu. Disability Services can be reached at disability@richmond.edu or 804-662-5001.

Once accommodations have been approved, students must

1) Submit their Disability Accommodation Notice (DAN) to each of their professors via the Disability Services Student Portal available at this link: sl.richmond.edu/be. and
2) Request a meeting with each professor to create an accommodation implementation plan.

It is important to complete these steps as soon as possible because accommodations are never retroactive, and professors are permitted a reasonable amount of time for implementation. Disability Services is available to assist, as needed.

Course Policies

Academic Integrity and Collaboration

Discussion and the exchange of ideas are vital for any intellectual community. For the oral or written assignments in this course, you are encouraged to consult with your classmates on the choice of paper topics or seek advice from your peers. However, you should ensure that any written work you submit is the result of your own research and writing. You should also adhere to standard citation practices in the discipline by properly citing any written works that you reference in your assignments. You will be expected to pursue yout academic studies with integrity and must follow the Honor Code. The shortened version of the honor pledge is the following: "I pledge that I have neither received nor given unauthorized assistance during the completion of this work."

All assignments are expected to be the student's original work. The Jepson School follows the provisions of the Honor System as outlined by the School of Arts and Sciences. This means that no student is to use, rely on or turn in work that was paid-for, copied, excessively summarized without citation, created in collaboration (without permission), produced by AI, or is otherwise not the original work of the student for the specific assignment (without explicit permission).

The Honor Code prohibits the use of any unauthorized assistance. For this course, the use of text-generating artificial intelligence tools (such as but not limited to ChatGPT) is considered unauthorized assistance, and using it in connection with any assignment that you submit to me will be considered an Honor Code violation. This includes the use of generative AI for any stage of the work from conception to completion.

Honors 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

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

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

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/

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.

[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://inclusion.richmond.edu/

Course Schedule

Week 1 – Introduction and Overview

- *August* 26: Willson III, Ernest J. "Leadership in the Digital Age.' in *The Encyclopedia of Leadership*. Ed. Goethals, George R., Georgia J. Sorenson, and James MacGregor Burns. 2004. *Encyclopedia of Leadership*. SAGE Publications.

- *August 28:* Schlozman, Kay Lehman, Henry E. Brady, and Sidney Verba. 2018. "Do Digital Technologies Make a Difference?" Pp. 112–28 in *Unequal and Unrepresented, Political Inequality and the People's Voice in the New Gilded Age*. Princeton University Press.

Week 2 – Leadership and the Internet

- *September* 2: Farrell, Henry. 2012. "The Consequences of the Internet for Politics." *Annual Review of Political Science* 15(1):35–52.

- *September* 4: Zhuravskaya, Ekaterina, Maria Petrova, and Ruben Enikolopov. 2020. "Political Effects of the Internet and Social Media." *Annual Review of Economics* 12(1):415–38.

Week 3 – Leadership and Social Media

- *September* 9: Tucker, Joshua A., Andrew Guess, Pablo Barbera, Cristian Vaccari, Alexandra Siegel, Sergey Sanovich, Denis Stukal, and Brendan Nyhan. 2018. "Social Media, Political Polarization, and Political Disinformation: A Review of the Scientific Literature." Pp. 1-29. in *SSRN Scholarly Paper*. ID 3144139. Rochester, NY: Social Science Research Network.

- *September* 11: Behrend, Tara S., Daniel M. Ravid, and Stuti Thapa. 2024. "Implications of Social Media for a Changing Work Landscape." *Annual Review of Organizational Psychology and Organizational Behavior* 11(Volume 11, 2024):337–61.

Week 4 – Leadership and Big Data

- *September* 16: Lazer, David, and Jason Radford. 2017. "Data Ex Machina: Introduction to Big Data." *Annual Review of Sociology* 43(Volume 43, 2017):19–39.

- *September* 18: Brady, Henry E. 2019. "The Challenge of Big Data and Data Science." *Annual Review of Political Science* 22(Volume 22, 2019):297–323.

Week 5 – Leadership and Algorithms-Based Practices (OTT)

- *September* 23: Christin, Angèle. 2018. "Counting Clicks: Quantification and Variation in Web Journalism in the United States and France." *American Journal of Sociology* 123(5):1382–1415.

- *September* 25: Burrell, Jenna, and Marion Fourcade. 2021. "The Society of Algorithms." *Annual Review of Sociology* 47(1).

Week 6 – Leadership and Artificial Intelligence (AI)

- *September* 30: Gallego, Aina, and Thomas Kurer. 2022. "Automation, Digitalization, and Artificial Intelligence in the Workplace: Implications for Political Behavior." *Annual Review of Political Science* 25(Volume 25, 2022):463–84.

- *October* 2: Stanger, Allison, Jakub Kraus, Woojin Lim, Georgia Millman-Perlah, and Mitchell Schroeder. 2024. "Terra Incognita: The Governance of Artificial Intelligence in Global Perspective." *Annual Review of Political Science* 27.

Week 7 – Leadership and Generative AI (ChatGPT)

- *October* 7: Lei, Ya-Wen, and Rachel Kim. 2024. "Automation and Augmentation: Artificial Intelligence, Robots, and Work." *Annual Review of Sociology*. Online First.

- *October* 9: Veale, Michael, Kira Matus, and Robert Gorwa. 2023. "AI and Global Governance: Modalities, Rationales, Tensions." *Annual Review of Law and Social Science* 19(Volume 19, 2023):255–75.

MIDTERM PAPER DUE ON OCTOBER 11, 2024

Week 8 – Changes in What We See

- *October* 14: No Class – Fall Break

- *October* 16: Ridgeway, Greg. 2018. "Policing in the Era of Big Data." *Annual Review of Criminology* 1(Volume 1, 2018):401–19.

Week 9 – Changes in What We Hear

- *October* 21: Dommett, Katharine, Glenn Kefford, and Simon Kruschinski. 2023. "Introduction." in *Data-Driven Campaigning and Political Parties: Five Advanced Democracies Compared*, edited by K. Dommett, G. Kefford, and S. Kruschinski. Oxford University Press.

- *October 23*: Russell Neuman, W., Lauren Guggenheim, S. Mo Jang, and Soo Young Bae. 2014. "The Dynamics of Public Attention: Agenda-Setting Theory Meets Big Data." *Journal of Communication* 64(2):193–214.

Week 10 – Changes in What We Know

- *October* 28: Guess, Andrew M., and Benjamin A. Lyons. 2020. "Misinformation, Disinformation, and Online Propaganda." Pp. 10–33 in *Social Media and Democracy: The State of the Field, Prospects for Reform, SSRC Anxieties of Democracy*, edited by J. A. Tucker and N. Persily. Cambridge: Cambridge University Press.

- *October* 30: Anspach, Nicolas M., and Taylor N. Carlson. 2020. "What to Believe? Social Media Commentary and Belief in Misinformation." *Political Behavior* 42(3):697–718.

Week 11 – Changes in How We Communicate

- *November* 4:   Enke, Nadja, and Nils S. Borchers. 2019. "Social Media Influencers in Strategic Communication: A Conceptual Framework for Strategic Social Media Influencer Communication." *International Journal of Strategic Communication* 13(4):261–77.

- *November* 6:   Poell, Thomas, Rasha Abdulla, Bernhard Rieder, Robbert Woltering, and Liesbeth Zack. 2016. "Protest Leadership in the Age of Social Media." *Information, Communication & Society* 19(7):994–1014.

Week 12 – Changes in How We Feel

- *November* 11: Park, Bo Yun, Adrien Abecassis, and Manon Revel. 2021. "Varieties of Resonance: The Subjective Interpretations and Utilizations of Media Output in France." *Poetics* 101597.

- *November* 13: Bavel, Jay J. Van, Claire E. Robertson, Kareena del Rosario, Jesper Rasmussen, and Steve Rathje. 2024. "Social Media and Morality." *Annual Review of Psychology* 75(Volume 75, 2024):311–40.

Week 13 – Changes in How We Lead

- *November* 18: Lord, Robert G., Olga Epitropaki, Roseanne J. Foti, and Tiffany Keller Hansbrough. 2020. "Implicit Leadership Theories, Implicit Followership Theories, and Dynamic Processing of Leadership Information." *Annual Review of Organizational Psychology and Organizational Behavior* 7(Volume 7, 2020):49–74.

- *November* 20: Mumford, Michael D., Mark Fichtel, Samantha England, and Tanner R. Newbold. 2023. "Leader Thinking, Follower Thinking: Leader Impacts on Follower Creative Performance." *Annual Review of Organizational Psychology and Organizational Behavior* 10(Volume 10, 2023):413–40.

Week 14 – Changes in How We Follow

- *November* 25: Hudders, Liselot, Steffi De Jans, and Marijke De Veirman. 2021. "The Commercialization of Social Media Stars: A Literature Review and Conceptual Framework on the Strategic Use of Social Media Influencers." in *Social Media Influencers in Strategic Communication*. Routledge.

- *November* 27: No Class – Thanksgiving Break

Week 15 – Paper Workshop and Final Remarks

- *December* 2: Research Paper Presentation
- *December* 4: Research Paper Presentation and Final Remarks

FINAL PAPER DUE ON DECEMBER 9, 2024