

Leadership and the Social Sciences

LDST 102, Fall 2024

INSTRUCTOR	Volha (Olga) Chykina
CLASS TIME	Section 05: WED, FRI, 9:00 am – 10:15 am Section 06: WED, FRI, 10:30 am – 11:45 am
CLASS LOCATION	Gottwald Science Center A001
COURSE WEBSITE	blackboard.richmond.edu
CONTACT INFORMATION	vchykina@richmond.edu (email)
OFFICE HOURS	WED 3:00 pm – 5:00 pm, or by appointment
OFFICE	Jepson Hall 131

Course Description

This course introduces students 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.**

Learning Outcomes

- 1). Students will demonstrate knowledge of leadership theories, as well as patterns of group and organizational behavior.
- 2). Students will demonstrate the ability to understand and critique methods used to analyze human behavior, as well as choose ways to analyze human behavior in leadership-related settings.
- 3). Students will understand the limitations of leadership theories and social scientific methods covered in 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 or Boatwright library's website.

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 essay (10 points), eight random quizzes (2 X 8 = 16 points), a group presentation and book discussion (10 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. This means that you can bring hand-written notes to the exam. No electronic notes will be allowed during either exam. 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 **April 17st, at 11:59 pm**. I will reduce your grade by 1 point for each day the assignment is late.

Random Quizzes (2 X 8 = 16 points). Throughout the course, we will have eight short random quizzes. These tests or short responses are aimed to ensure that you come to class prepared. In order to receive full points on these quizzes, you do not have to understand everything in your home readings, just reading them attentively would suffice. If you have an excused absence during class when the quiz is given, you will be provided with an opportunity to make up this work.

Group Presentation (10 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 April 23rd class. You must read the book before the April 23rd class. During the April 23rd 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 or email (as a Google Doc link, PDF, or a PowerPoint) by 5:00 pm on April 24th. One person can submit on behalf of the group. On April

25th, we will use your presentations during a general book discussion. 10 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:

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
Random Quizzes (8)	In class, either via Blackboard or on paper.	Random dates, in class.	
Midterm	During class session.	March 5 th .	
Contemporary Issues Essay	Via Blackboard.	11:59 pm on April 17 st .	You pick for what class material you prepare this assignment.
Group presentation	Presented in class, submit presentation via Blackboard or email.	Presentation should be finalized and submitted by 5:00 pm on April 24 th .	You will work on preparing this presentation during the April 23 rd class session.
Final	During exam session.	Section 05 (9 am class): April 30, 2:00 pm – 3:15 pm) Section 06 (10:30 am class): April 28, 2:00 pm – 3:15 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

January 15:

- No required readings.

What is Leadership?

January 17:

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

Social Scientific Approaches to Studying Leadership

January 22:

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

January 24:

- 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

January 29:

- 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.

January 31:

- 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

February 5:

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

February 7:

- 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.

Gender and Race in Leadership**February 12:**

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

- www.youtube.com/watch?v=T2I4tus05hI
- www.youtube.com/watch?v=FVzHBWoIGew

February 14:

- 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.

February 19:

- 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**February 21:**

- 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.

February 26:

- Ely, R. J., & Thomas, D. A. (2001). Cultural Diversity at Work: The Effects of Diversity Perspectives on Work Group Processes and Outcomes. *Administrative Science Quarterly*, 46(2), 229-273.

Midterm

February 28: Review for Midterm

March 5: Midterm

Leadership and Politics

March 7:

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

Spring Break!

March 19:

- Cole, W. M., & Schofer, E. (2023). Destroying Democracy for the People: The Economic, Social, and Political Consequences of Populist Rule, 1990 to 2017. *Social Problems*, ahead-of-print.

Power, Persuasion, and Leadership Ethics

March 21:

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

March 26: Comparative and International Education Society Annual Meeting, depending on conference programming, class might be on Zoom.

- Lipman-Blumen, J. (2005). Toxic Leadership: When Grand Illusions Masquerade as Noble Visions. *Leader to Leader*, 2005(36), 29-36.
- Agnihotri, A., & Bhattacharya, S. (2019). Executive Crisis at Lululemon: Who Is Responsible for Establishing Company Culture? *SAGE Business Cases*, 1-12.

March 28:

- 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

April 2:

- Wang, F. (2018). Social Justice Leadership—Theory and Practice: A Case of Ontario. *Educational Administration Quarterly*, 54(3), 470-498.

April 4:

- 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.

April 9:

- Douglas, J. (2021). Neo-Nationalism and Universities. In J. Douglas (Ed.), *Neo-Nationalism and Universities: Populists, Autocrats, and the Future of Higher Education* (pp. 22-42). Baltimore, MD: Johns Hopkins University Press.

Additionally, you should read one of the following chapters from the same book (*Neo-Nationalism and Universities: Populists, Autocrats, and the Future of Higher Education*).

We will decide in class which chapter each student will read.

- O'Malley, B. (2021). Chapter 3. The Mystery of Brexit: Tumult and Fatigue in British Higher Education.
- Fisher, K. (2021). Chapter 8. Nationalism Revived: China's Universities under President Xi.
- Chirikov, I., & Fedyukin, I. (2021). Chapter 10. The Role of Universities in Putin's Russia: Reinforcing the State.

You should access these book chapters directly through Boatwright library's website.

Leadership Across Cultures

April 11:

- Du, Y., He, H., & Chu, Z. (2024). Cross-cultural nuances in sarcasm comprehension: a comparative study of Chinese and American perspectives. *Frontiers in Psychology*, 15, 1349002.

April 16:

- 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>.
- Ross, E. (2013). The Role of Small NGOs: Building Quality International Education. *Harvard International Review*, 35(1), 40-44.

➤ Contemporary Issues Essay is due at 11:59 pm on April 17st.

Leadership and Corporate Social Responsibility

April 18:

- 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.

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

April 23:

- 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 April 23rd 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.

April 25: Reserved for final group presentations and book discussion.

Final Exams

Final Exam (the exam will take 1 hour and 15 minutes, please arrive at the beginning of your section's time slot):

Section 05 (9 am class): April 30, 2 pm – 5 pm (actual exam time 2:00 pm – 3:15 pm)

Section 06 (10:30 am class): April 28, 2 pm – 5 pm (actual exam time 2:00 pm – 3:15 pm)

End Spring Term: May 3

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

Disability Accommodations

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 approved for academic accommodations must complete the following steps to implement their accommodations in each class:

- 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.
- 2) Request a meeting with each professor to create an accommodation implementation plan. Disability Services is available to assist, as needed.

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. 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.

Honor System

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).

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 membership¹. Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups². Furthermore, both students and

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>

faculty who 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 racism⁴. 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.

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>