SOCIAL FOUNDATIONS OF LEADERSHIP
LEADERSHIP STUDIES 102- SPRING 2026

INSTRUCTOR: Dr. Crystal Hoyt   **OFFICE HOURS:** TUESDAY 4-5PM & BY APPOINTMENT
EMAIL: choyt@richmond.edu   **OFFICE LOCATION:** Jepson Hall 244
PHONE: 804-287-6825

COURSE TIMES & LOCATION: Tues/Thurs: 9-10:15am, 10:30-11:45; Jepson Hall 107

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 read **one** of the four books below:
- Land, S. (2019). *Maid: Hard work, low pay, and a mother's will to survive.* New York: Hachette Books.
- Kristof, N. D., & WuDunn, S. (2009). *Half the sky: Oppression into Opportunity for Women Worldwide*. Random House.
- Ryan, J. E. (2010). *Five miles away, a world apart: One city, two schools, and the story of educational opportunity in modern America*. Oxford University Press.
- Stevenson, B. (2014). *Just mercy: A story of justice and redemption*. Penguin Random House.

DESCRIPTION AND GOALS OF THE COURSE:
This course is designed to introduce you to the theoretical and empirical foundations of social interaction. Drawing on research from across the social sciences including psychology, economics, political science, and sociology, we examine leadership as a social process shaped by individual minds, relationships, groups, and broader systems. Across the semester, we ask how rational and unbiased people really are, how situations and social contexts shape behavior, how power and legitimacy operate, and how beliefs and ideologies sustain social hierarchies. We also explore how leaders are perceived and chosen, how persuasion and authority influence behavior, why people can be vulnerable to toxic leadership, and what it takes to challenge unjust systems and promote meaningful social change. 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. And, we will apply the theoretical and empirical work to relevant policy issues. The ultimate goal of the course 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: 5%): You will be required to write one individual paper and submit reaction papers to the readings for 7 class sessions. Details for the paper 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 8 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%, 30%): There will be two exams in this course, one midterm 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 focus on your factual, applied, and conceptual understanding of the material.

3. CLASS PARTICIPATION (5%) AND GROUP PRESENTATION (10%):

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. 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. Finally, when we turn to examining how leadership matters for policy issues, you and a small group of other students will give a presentation to the class. Details for the presentation will be provided during the course.

RESTRICTED USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI) TOOLS

In this course, you are allowed to use generative artificial intelligence (AI) tools such as ChatGPT to request feedback on ways to improve your writing. You can use spell check, grammar check, and synonym identification tools. And, you may use AI recommendations for rephrasing sentences or reorganizing paragraphs you have drafted yourself or tweaking outlines you have drafted yourself. However, *you may NOT* take entire sentences or paragraphs suggested by AI.

Importantly, *you may NOT* use AI to conduct a literature review for your paper, summarize articles (rather than reading them for yourself), generate initial drafts of your writing, or generate full drafts from an outline; doing so will be considered a violation of the Honor Code. Note, too, that the use of generative AI tools may contribute to poorer quality work, as the material generated may be inaccurate, incomplete, or biased. Perhaps most importantly, relying on these tools to a great extent will likely stifle your own learning and creativity.

Class Schedule and Reading Assignments

January 13: Introductions and all that jazz

Introducing social science approaches

January 15: Introducing social science approaches and methodology
Levitt S. & Dubner, S. (2005). *Freakonomics: The hidden side of everything*. Chpts. 3 & 4

January 20: 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.

January 22: Introducing social science approaches and methodology, cont.
Same readings as above

The individual mind

January 27: (Ir)rational beings: Where's the logic and accuracy? (GROUP A)
Ariely, D. (2008). *Predictably Irrational*. Five Chapters: The truth about relativity; The fallacy of supply & demand; The cost of zero cost; Beer & free lunches; The problem of procrastination/self-control.

January 29: 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.
Hoyt, C. L., Price, T., & Poatsy, L. (2014). The social role theory of unethical leadership. *Leadership Quarterly*.

February 3: Why the mind gets what it expects (GROUP A)
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.

No (wo)man is an island

February 5: Social animals: The need to belong (GROUP B)
Baumeister, R. F., Brewer, L. E., Tice, D. M., & Twenge, J. M. (2007). Thwarting the need to belong: Understanding the interpersonal and inner effects of social exclusion. *Social and Personality Psychology Compass, 1,* 506-520.

February 10: The good Samaritan is in the situation (GROUP A)
Darley, J. M., & Batson, C. D. (1973). "From Jerusalem to Jericho": A study of situational and dispositional variables in helping behavior. *Journal of Personality and Social Psychology, 27*(1), 100–108.

February 12: The social foundations of wellbeing (GROUP B)
Baumeister, R. F., Vohs, K. D., Aaker, J. L., & Garbinsky, E. N. (2013). Some key differences between a happy life and a meaningful life. *The Journal of Positive Psychology, 8*(6), 505–516.
Dunn, E. W., Aknin, L. B., & Norton, M. I. (2014). Prosocial spending and happiness: Using money to benefit others pays off. *Current directions in psychological science*, *23*(1), 41-47.

The power of context and collective life

February 17: The importance of context: culture, community, family, generation (GROUP A)
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.

February 19: The role of groups in leadership (GROUP B)
Reicher, S. D., Haslam, S. A., Platow, M. J. (2007). The new psychology of leadership. Scientific American,
Aug/Sep, 22-29.

February 24: Does Power Corrupt? (GROUP A)
Galinsky, A. D., Jordan, J., & Sivanathan, N. (2008). Harnessing power to capture leadership. In C. L. Hoyt, G.
Goethals, and D. 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.

February 26: NO CLASS: Prepare for Exam

March 3: Midterm Exam

March 5: System justifying ideologies (GROUP B)
Jost, J. T. (2020). *A theory of system justification*. Harvard University Press. Chapter 1.
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.

March 10-12 SPRING BREAK

Seeing, judging, and choosing leaders

March 17: Perceiving leaders: Why we fall for tall, handsome, White male leaders (GROUP A)
Gladwell, M. (2005). *Blink*. Introduction and Chapters 1-3.

March 19: Perceiving leaders and the potentially threatening nature of stereotypes (GROUP B)
Forsyth, D. R., & Nye, J. L. (2008). Seeing and being a leader: The perceptual, cognitive, and interpersonal
roots of conferred influence. In Crystal L. Hoyt, George Goethals, and Donelson R. Forsyth (Eds),
Social Psychology and Leadership (pp. 116-131). New York: Praeger

March 24: Women and leadership (GROUP A)
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.

March 26: Choosing leaders: Who gets to vote? (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.

An interpersonal perspective: Understanding influence processes

March 31: The art of persuasion (GROUP A)
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.

April 2: Winning friends and influencing people (GROUP B)
Cialdini, R. B. (2003, August). Crafting normative messages to protect the environment. C*urrent Directions in
    Psychological Science, 12*(4), 105-109.

April 7: Understanding obedience to authority
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.
Gladwell, M. (2008). Chapter 7 in *Outliers* (pp. 177-224), The Ethnic theory of Plane Crashes "Captain, the
    weather radar has helped us a lot." New York: Little Brown.

April 9: Contemporary Challenges Group Work

April 14: Our vulnerability to toxic leaders…and becoming one ourselves
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*, **only pages 154-160**.

Leadership to what ends:
Taking a social science perspective to contemporary social problems

April 16: Group 1 and Group 2

April 21: Group 3 and Group 4

April 23: Course Wrap-up

<u>**FINAL EXAM TIMES:**</u>
9am class: Monday, April 27, 2-5pm
10:30am class: Wednesday, April 29, 2-5pm

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.

THE WEINSTEIN LEARNING CENTER

The Weinstein Learning Center is your go-to destination for academic support. Our services are tailored to help you achieve your academic goals throughout your time at the University of Richmond. To learn more and view service schedules and appointment times, visit **wlc.richmond.edu**. Available services are outlined below.

Academic Coaching

Meet with a professional staff member who will collaborate with you to assess and develop your academic and life skills (e.g., critical reading and thinking, information conceptualization, concentration, test preparation, time management, stress management, and more).

Content Tutoring

Peer consultants offer assistance in specific courses and subject areas. They are available for appointments (in person and virtual) and drop-in sessions. See schedules at wlc.richmond.edu for supported courses and drop-in times.

English Language and Intercultural Learning

Attend one-on-one or group consultations, workshops, and other services focused on English, academic, and intercultural skills.

Quantitative and Programming Resources

Peer consultants and professional staff offer workshops or one-on-one appointments to build quantitative and programming skills and provide statistical support for research projects.

Speech

Prepare and practice for academic presentations, speaking engagements, and other occasions of public expression. Peer consultants offer recording, playback, and coaching for both individual and group presentations. Students can expect recommendations regarding clarity, organization, style, and delivery.

Technology Studio

Visit our student lab dedicated to supporting digital media projects. Services include camera checkout, video/audio recording assistance, use of virtual reality equipment, poster printing, 3D printing and modeling, and consultation services on a variety of software.

Writing

Assists student writers at all levels of experience, across all majors. Meet with peer consultants who can offer feedback on written work and suggest pre-writing, drafting, and revision strategies.

July 2025

Jepson School of Leadership Studies
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), now the Hub for Student Inclusion and Community, 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/