

**Leadership and the Social Sciences**  
**LDST 102.03 & LDST 102.04 –Fall 2018**

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**Office Hours:** by appointment (email me!)  
**Office Location:** Jepson Hall 232

**Course Time:** Tuesday/Thursday  
Section 03 – 10:30a  
Section 04 – 12p  
**Course Location:** Jepson Hall 107  
**Course Website:**  
<http://blackboard.richmond.edu>

*This syllabus is intended to give students guidance regarding the structure of this course and the material that will be covered. I will follow the syllabus as closely as possible, but also reserve the right to make changes (to readings, assignments, dates, etc.) as needed.*

**Description and Goals of the Course**

The goal of this course is to introduce you to the study of leadership from the perspective of the social sciences. We will draw on literature primarily from political science, communication studies, and psychology as we learn from both theoretical and empirical explorations of social interaction. Along the way, you will also learn how to think like a social scientist by studying, critiquing, and proposing empirical studies related to leadership. We'll cover topics including: How do we study leadership? Why do some people become leaders? Why do we obey leaders? What tools of persuasion do leaders use? What biases affect our perceptions of leaders and followers? Are citizens good at holding leaders accountable? In doing so, our understanding of leadership will be informed by a deeper understanding of the complexities of human behavior.<sup>1</sup>

**Readings**

The readings for this course include empirical social science articles as well as popular readings (and a podcast!) based on social science research. One book is assigned:

Gladwell, Malcolm. 2008. *Outliers: The Story of Success*. New York: Back Bay Books.

Copies of all other assigned readings (or links to them) are available on Blackboard. All readings should be done *before* the class period for which they are listed, as they serve as background for the day's discussions, class activities, and lecture. Readings may change slightly and new readings may be assigned throughout the semester. It's important to remember that these texts are just a starting point. My hope is that they will pique your interest so that you explore beyond what is assigned. Additional readings and viewpoints are always welcome in class discussions to help enrich all of our learning experiences.

You will also be required to read one additional book for the group projects at the end of the course. More information and book assignments will be provided later in the semester.

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<sup>1</sup> Note: LDST 102 counts as an FSSA course. Social analysis is the systematic study of individual and social human behavior. This field of study involves a systematic theoretical and empirical examination of the patterns of human behavior within or across various societies and cultures.

## **Course Requirements**

Your grade in this course will be determined by your performance on the following requirements:

**Assignments 1 and 2** (10% each = 20%): You will have two written assignments this semester. More details for each will be provided in class.

**Reading Responses** (10%): While everyone is expected to do all of the readings for each class, you will be responsible for writing roughly one reading response paper per week. The class will be divided into two groups (A and B)—each with assigned response paper dates that are marked on this syllabus and in Blackboard. On the assigned dates, each individual in the group will turn in their own paper responding to one of the assigned readings for that day.

*Reading assignments that are ineligible for response papers are clearly marked on the Readings & Content page in Blackboard.* Response papers should be one page long and typed (double-spaced, 12-point font, and one-inch margins). They must be printed out and turned in at the *beginning* of class. Your lowest response paper grade will be dropped at the end of the semester.

Response papers should include the following:

- **Your Name & Title of the Reading**
- **Summary:** Provide a brief summary of the main points of the piece. Be sure to discuss key conclusions made.
- **Critiques and/or Extensions:** This is your chance to provide some critical analysis. Do you believe the findings/conclusions or agree with the main argument? *Why or why not?* You can also discuss ways in which the main conclusions can be applied to other circumstances (e.g., current events).

**Midterm Exam** (20%): The midterm exam will be held in class on **Thursday, October 11**. The exam will cover material from class lectures, discussions, and readings.

**Final Exam** (25%): The final exam will be held on **Monday, December 10 for Section 03** (2-5p) and **Tuesday, December 11 for Section 04** (2-5p). The exam will be cumulative, and it will cover material from class lectures, discussions, and readings.

**Group Project** (15%): Students will work in small groups (approx. 4 people per group) on a project that will be presented in class at the end of the semester. Group assignments and specific project details will be provided in class around the middle of the semester. Note that there will be a peer evaluation component in which students will give feedback on fellow group members' contributions to the project.

**Participation and Events Requirement** (10%):

- Students are expected to attend all classes, arrive on time, and be actively engaged in discussions and activities. To do so, all assigned readings should be completed prior to the start of class. Keep in mind that quality (not quantity) matters most for your class participation. You will be afforded two absences but after that, each unexcused absence will lower your course grade. Inadequate class participation will also lower

your course grade. The default participation grade will be a C (average), while As and Bs will be given to only the most consistently active, informed, and engaged students.

- Because of the distributed nature of the Jepson experience, students are expected to attend **one** talk during the semester that takes place outside of class. After attending the event, you will write a brief reflection (1-2 paragraphs) that must be submitted online via BlackBoard Journal (see Tools tab > Journal) within one week of the event. You are also welcome to attend and write about one additional talk for extra credit.

**Grading Rubric**

|              |             |             |             |          |
|--------------|-------------|-------------|-------------|----------|
| A+<br>98-100 | B+<br>88-89 | C+<br>78-79 | D+<br>68-69 | F<br><60 |
| A<br>94-97   | B<br>84-87  | C<br>74-77  | D<br>64-67  |          |
| A-<br>90-93  | B-<br>80-83 | C-<br>70-73 | D-<br>60-63 |          |

*Grades will be rounded as follows: 0.01-0.49 will be rounded down; 0.50-0.99 will be rounded up.*

**Policies, Statements, and Notes**

**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](http://registrar.richmond.edu/services/policies/academic-credit.html)

**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](http://studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html)

**Plagiarism**

Any written work must reflect your own scholarship and adhere to the UR honor code. Please be aware of the University’s policies and guidelines regarding plagiarism. Violations of these guidelines will not be excused by ignorance and will be reported to the Honor Council.

**Make-Up Exams and Assignment Extension Policy**

Make-up exams and assignment extensions will only be permitted under extraordinary circumstances. Students seeking either must provide a letter from the Dean. Late work for any items will result in a loss of 10 percentage points for each day it is late (unless an acceptable excuse is provided). “One day late” begins when I leave the class period in which the item is due. Make-up exams may differ in form from those taken by the rest of the class.

**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/](http://disability.richmond.edu/)

**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](http://registrar.richmond.edu/planning/religiousobs.html)

**Laptops, Cell Phones, and Electronic Devices**

Electronic devices tend to be more of a distraction than anything else in the classroom. I do allow laptops, but only to consult readings, take notes, or to participate in classroom activities. Cell phone use is prohibited. If you need to be accessible by phone, please let me know before you use the device in class. Illegitimate use of phones, laptops, or tablets will result in a grade of zero for class participation.

**Office Hours**

Please feel free to stop by my office whenever my door is open. You can also email me to schedule a time to meet. My goal is to help you get the most you can out of this class. I welcome any questions about lectures, readings, and research—or just a quick hello!

**Statement of Diversity**

I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class. (Source: Safe Zone)

**Preferred Name/Pronoun Statement**

I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. (Source: Safe Zone)

## Other Campus Resources

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** (<http://asc.richmond.edu>, 289-8626 or 289-8956): 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. Hours at the Center are:

**Sunday through Wednesday 3:00-9:00 p.m. and Thursday 3:00-7:00 p.m. On-call tutors are also available.**

**Career Services** (<http://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** (<http://wellness.richmond.edu/offices/caps/> 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 short-term counseling and psychotherapy, crisis intervention, psychiatric consultation, and related services.

**Speech Center** (<http://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.

**Writing Center** (<http://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.

**Boatwright Library Research Librarians** (<http://library.richmond.edu/help/ask/> or 289-8876): Research librarians assist students with identifying and locating resources for class assignments, research papers and other course projects. Librarians also provide research support for students and can respond to questions about evaluating and citing sources. Students can email, text or IM or schedule a personal research appointment to meet with a librarian in his/her office on the first floor Research and Collaborative Study area.

## **DATES & TOPICS**

| <b>DATE</b> | <b>DAY</b> | <b>TOPIC</b>   | <b>RESPONSE GROUP</b> |
|-------------|------------|--|-----------------------|
| 8/28/18     | T          | Introductions  |                       |
| 8/30/18     | R          | <i>No Class (APSA)</i>   |                       |
| 9/4/18      | T          | Social Science Approaches and Methods  |                       |
| 9/6/18      | R          | Social Science Approaches and Methods  |                       |
| 9/11/18     | T          | Research Ethics  |                       |
| 9/13/18     | R          | Theories of Leadership: An overview  | A                     |
| 9/18/18     | T          | Trait Studies Reconsidered   | B                     |
| 9/20/18     | R          | Groups and Leadership  | A                     |
| 9/25/18     | T          | Authority and Obedience to Leaders<br><i>--Assignment 1 due at start of class</i>                                |                       |
| 9/27/18     | R          | Persuasion   | B                     |
| 10/2/18     | T          | Persuasion   |                       |
| 10/4/18     | R          | Priming  | A                     |
| 10/9/18     | T          | Framing  | B                     |
| 10/11/18    | R          | <i>In-Class Midterm Exam</i>   |                       |
| 10/16/18    | T          | <i>No Class – Fall Break</i>   |                       |
| 10/18/18    | R          | Media and Leadership   | A                     |
| 10/23/18    | T          | [Social] Media and Leadership<br>Final Project Workshop in Class   | B                     |
| 10/25/18    | R          | Final Project Research Workshop in Library (B26 Classroom on Basement Level 2). <i>Bring your laptops!</i>       |                       |
| 10/30/18    | T          | <i>Guest Speaker: Dr. Haley Harwell, Assistant Professor of Leadership Studies; “Cooperation and Leadership”</i> |                       |
| 11/1/18     | R          | Race and Leadership  | A                     |
| 11/6/18     | T          | Implicit Cognition and Biases<br><i>--Assignment 2 due at start of class</i>                                     |                       |
| 11/8/18     | R          | Gender and Leadership  | B                     |
| 11/13/18    | T          | Social Identities, Leadership Biases, and Stereotype Threat  | A                     |
| 11/15/18    | R          | Selecting Political Leaders: Who votes & why even bother?  | B                     |
| 11/20/18    | T          | Political Representation and Electoral Accountability  | A                     |
| 11/22/18    | R          | <i>No Class – Happy Thanksgiving!</i>  |                       |
| 11/27/18    | T          | Political Representation and Electoral Accountability  | B                     |
| 11/29/18    | R          | Group Presentations  |                       |
| 12/4/18     | T          | Group Presentations  |                       |
| 12/6/18     | R          | Group Presentations & Course Wrap Up   |                       |

### **Final Exam Dates and Times**

Section 03: Monday, December 10 from 2-5p

Section 04: Tuesday, December 11 from 2-5p