

**LDST 102 (CRN#10361) – LEADERSHIP AND THE SOCIAL SCIENCES  
FALL 2022 - COURSE SYLLABUS**

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Class meeting time *Section 01* Monday, Wednesday 10:30 a.m. – 11:45 a.m.  
and location: Humanities 245

### **DESCRIPTION OF THE COURSE**

In this course, we will focus on theoretical and empirical explorations of social and human interaction. Through doing so, we will gain a basic understanding of social science theories and methodology. Using findings from a variety of the social sciences we will explore questions central to an understanding of leadership: What is leadership, and how is it different from leaders? Why is leadership so important? Is leadership a real phenomenon or is it just in the eye of the beholder? How does narcissism and a desire for efficiency relate to leadership? Does power corrupt? Who gets to choose leaders? What's the role of the group in leadership? Why are followers so important? What are the critical contributors to follower's success? Can circumstances, situation and context drive leadership? What are the fundamentals of persuasion and motivation in leader-follower relationships? How do expectations, biases and stereotypes impact how we perceive each other and our leaders? Why do people obey authority? Can they disobey leaders? Can we be vulnerable to unethical and immoral leaders? How can resilience and a growth mindset help leaders and followers overcome obstacles due to systemic and institutional discriminatory practices? With changing demographics and migration across the globe, what is the role diversity in leading and leadership? What are the inequities in our society, particularly American society, with the offering of public goods and services to certain groups?

### **COURSE REQUIRED READINGS**

The classroom work in this course will center on the reading assignments. Since the course involves as much discussion as possible, and with minimum lecturing, it is **IMPERATIVE** that you complete the assigned readings prior to each class. *To be successful in this course you should devote 10 – 14 hours in class, reading and studying the material, and preparing assignments.*

#### **Texts:**

Gladwell, M. (2008). *Outliers: The story of success*. New York: Little Brown.

McGhee, H. (2021). *The sum of us: What racism costs everyone and how we can prosper together*. New York: One World.

Pink, D. (2009). *Drive: The surprising truth about what motivates us*. London: Penguin Books.

#### **Articles:**

You can access other readings, labeled Bb online, under the Course Document section on the **Blackboard website**.

## **COURSE POLICIES AND STANDARDS**

The following class policies are established for the purpose of allowing students enrolled in leadership courses to establish practices that demonstrate mature and responsible behavior toward their work and each other.

### **Class and Event Attendance and Participation**

Attendance and participation in class and group activities/meetings are very serious components of the class. Class attendance **is required**. Absences due to health or sports must be substantiated in writing by the appropriate university official. Absences without valid excuses will be penalized in the final grade. After three absences the student's grade will be affected. More than three unexcused absences will result in a half grade reduction for each session missed. PLEASE NOTE: Missing more than five will result in a grade of F. In addition, lateness will not be tolerated.

### **Technology**

I am a strong believer in the role of technology in pedagogy and in schooling. However, it can also be distracting to the classroom environment. I will allow laptops and tablets in the classroom. Laptops can be open, but only for note taking purposes. **Smartphones will be put away and not checked until after class.**

### **Absence During In-Class Graded Assignments**

Unexcused absences from in-class graded assignments may not be made up. Any difficulties or problems should be brought to the instructor's attention as soon as possible (well before the assignment or exam is scheduled.) Requests for extensions will be granted only under dire circumstances.

### **Late Papers and Comments on Papers**

Late papers or assignments receive a half grade deduction per day. The instructor will provide comments on assignments, but if the student desires more feedback it would be wise to make an appointment.

### **Honor Code**

Every piece of written work presented by individual students must have the honor pledge and the student's signature on it. The pledge is, *"I pledge that I have neither given nor received unauthorized assistance during the completion of this work."*

### **Religious Observance Policy**

Students needing to miss class because of religious observance should contact me. The University's full religious observance policy may be found here (<http://registrar.richmond.edu/services/policies/religiousobsv.html>).

## **ADDITIONAL SUPPORT**

If you experience difficulties in your seminar, do not hesitate to consult with your instructor. There are also other resources that can support you in your efforts to meet course requirements.

**Academic Skills Center** ([asc.richmond.edu](http://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 \(rmancast@richmond.edu\)](mailto:rmancast@richmond.edu) and [Hope Walton \(hwalton@richmond.edu\)](mailto:hwalton@richmond.edu) for coaching appointments in academic and life skills.

**Boatwright Library Research Librarians:** ([library.richmond.edu/help/ask/](http://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](http://libguides.richmond.edu) (libguides.richmond.edu). Students can [contact an individual librarian](http://library.richmond.edu/help/liaison-librarians.html) (library.richmond.edu/help/liaison-librarians.html) or ASK a librarian for help via email ([library@richmond.edu](mailto:library@richmond.edu)), text (804-277-9ASK), or [chat](http://library.richmond.edu/chat.html) (library.richmond.edu/chat.html).

**Career Services:** ([careerservices.richmond.edu](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** ([caps.richmond.edu](http://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](http://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](http://speech.richmond.edu) or 287-6409): 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](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.

## **COURSE ASSIGNMENTS**

The assignments are designed to create a framework in which students are treated fairly and equally. Please remember that critical analysis of the assigned readings is necessary. The readings, articles, and ideas from the course will need to be incorporated into each assignment. Please utilize the *American Psychological Association (APA)* style in referencing material or other referencing sources such as the MLA or Chicago Style. **Every quote and non-original thought that is written by a student should have a reference citation.**

The assignments for this class are:

Short Response Essays (2 at 15% = 30%)

Each student will write two, brief response essays that will be two-three pages, double-spaced. These will be reflections on portions of two books required for the course: Malcom Gladwell's *Outliers* and Daniel Pink's *Drive*. The instructor will provide the writing prompt as a guide for inquiry on each topic.

Examinations (2 at 15% = 30%)

There will be a Midterm examination given in class on Oct. 5. There will be a Final examination given on Dec. 5, 9 am-12 pm.

Event Attendance (5%)

You are required to attend one talk this semester. This is indicated as the Jepson Forum on the syllabus.

Culminating Presentation and Paper (15%)

Each student will examine and apply a social science theory of leadership to the book, *The sum of us: What racism costs everyone and how we can prosper together*, by Heather McGhee. Further information will be provided near the end of the semester on this culminating paper and brief presentation.

Leadership (20%)

Class preparation, attendance and participation are expected and will help determine both your experience and success in the course. We will call this leadership because it will require you to act as leaders and followers in our course community.

### **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.<sup>1</sup> Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.<sup>2</sup> 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).<sup>3</sup> 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.<sup>4</sup>

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.<sup>5</sup> 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.

<sup>1</sup>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>

<sup>2</sup>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>

<sup>3</sup>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>

<sup>4</sup>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>

<sup>5</sup> <https://inclusion.richmond.edu/>

<b>Week</b>	<b>Day</b>	<b>Topic</b>	<b>Reading</b>
1	Mon., Aug. 22	Introduction to syllabus	No readings
	Wed., Aug. 24	Introduction to social science in leadership	Bb online
2	Mon., Aug. 29	What is leader(ship)	Bb online
	Wed., Aug. 31	Traits	Bb online
3	Mon., Sept. 5	Behaviors and styles	Bb online
	Wed., Sept. 7	Followership	Bb online
4	Mon., Sept. 12	Follower's duty?	Bb online
	Wed., Sept. 14	Groups and intergroup processes Jepson Leadership Forum Historical Memory and Racism 7 pm Queally Center	Bb online
5	Mon., Sept. 19	Situation, context, and circumstance	Gladwell
	Wed., Sept 21	Situation, context, and circumstance	Gladwell
6	Mon., Sept. 26	Narcissism and efficiency	Bb online
	Wed., Sept. 28	Charisma and transformational	Bb online
7	Mon., Oct. 3	Catch up and review	
	Wed., Oct. 5	<b>Midterm Exam</b>	
8	Mon., Oct. 10	<b>No Class – Fall Break</b>	
	Wed., Oct. 12	Decision-making and clarity	Bb online
9	Mon., Oct. 17	Non-conformity and creativity	Bb online
	Wed., Oct 19	Obedience and authority	Bb online
10	Mon., Oct. 24	Motivation	Pink
	Wed., Oct 26	Motivation and persuasion	Pink/Bb online
11	Mon., Oct. 31	Selection of public leaders	Bb online
	Wed., Nov. 2	Power and hierarchy	Bb online
12	Mon., Nov. 7	Morality and ideology	Bb online
	Wed., Nov. 9	Race and identity	Bb online
13	Mon., Nov. 14	Implicit bias and stereotype threat	Bb online
	Wed., Nov. 16	Diversity	McGhee/Bb online
14	Mon., Nov. 21	Equity and inclusivity	McGhee
	Wed., Nov. 23	<b>No Class - Thanksgiving</b>	
15	Mon., Nov. 28	Presentation	McGhee
	Wed., Nov. 30	Presentation	McGhee
16	Mon., Dec. 5	<b>Final Exam</b>	

GRADING RUBRIC	Strong	Acceptable	Weak
Thesis (very important)	Essay has a clean non-obvious, interesting thesis that neither restates the question nor asks one without answering it	Essay has a clear thesis but it may be obvious or a simple restatement of the question	Essay has no clear thesis
Scope	Topic is clearly defined and limited	Topic is defined but limits aren't clear	Topic is either undefined or tries to do too much
Topic sentences	Each paragraph has a topic sentence that clearly links back to the thesis	Paragraphs have topic sentences but relationship to thesis is not always clear	No or few topic sentences; paragraphs not logically ordered
<b>EVIDENCE</b>			
Choice of evidence (very important)	Thesis is supported with evidence drawn from the text that is analyzed creatively and thoughtfully	Thesis is supported with textual evidence but analysis is minimal or evidence is obvious	Thesis is either unsupported or evidence is irrelevant
Integration	Quotations are smoothly integrated into the text	Not all quotations fully integrated; some awkward moments	Quotations not integrated into sentences, introducing grammatical or logical errors
Analysis	Each quotation is preceded or followed by analysis—at least 2 lines per quotation	Quotations are analyzed but some logical breaks or missing steps	Limited to no analysis of quotations; analysis never moves beyond paraphrase
Academic Integrity (pass/fail)	Sources are properly referenced		Essay lacks attribution for sources, whether course materials, online sources, or others
<b>FORMAT</b>			
Grammar	Essay has been copy-edited and has no grammatical or spelling errors	Essay is largely error-free but some errors remain	Essay has not been copy-edited
Style	Essay is clear and graceful	Essay is usually clear and readable	Essay is awkward, repetitive, or hard to read.
Concision (very important)	Essay is concise and diction is well-chosen; style shows attention to revision	Essay is generally concise, though some wordiness may remain	Essay is wordy and vague