

LEADERSHIP AND THE SOCIAL SCIENCES: LEADERSHIP 102- SPRING 2024

INSTRUCTOR: Dr. Crystal Hoyt **OFFICE HOURS:** THURSDAY 4-5PM & BY APPOINTMENT
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COURSE TIMES & LOCATION: Tues/Thurs: 9-10:15am, 10:30-11:45; Jepson Hall 102

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:

- Desmond, M. (2023). Poverty, by America. Crown.
- Eberhardt, J. L. (2020). Biased: Uncovering the hidden prejudice that shapes what we see, think, and do. Penguin.
- Kristof, N. D., & WuDunn, S. (2009). Half the sky: Oppression into Opportunity for Women Worldwide. Random House.
- Stevenson, B. (2014). Just mercy: A story of justice and redemption. New York: Penguin Random House.

DESCRIPTION AND GOALS OF THE COURSE:

This course is designed to introduce you to the types of issues studied by social scientists at the Jepson School of Leadership Studies. In this course, we will focus on theoretical and empirical explorations of social interaction. Through study fundamental conceptions of the human condition and social interaction, we will gain a basic understanding of social science theories and methodology. Using findings from a variety of the social sciences (e.g., psychology, economics, political science, sociology...) we will explore questions central to an understanding of leadership: Does power corrupt? What are critical contributors to success? What's the role of the group in leadership? What beliefs maintain social hierarchy? How do justification processes work at the societal and individual level? How (il)logical and (un)biased are we? Who gets to choose leaders? Is leadership in the eye of the beholder? How do expectations and stereotypes impact how we perceive leaders? What are the fundamentals of persuasion and social influence? Why do people obey authority and why can we be vulnerable to toxic leaders? Why is legitimacy so important to us? How can we make social change? Finally, 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.

COURSE REQUIREMENTS

1. WRITTEN ASSIGNMENTS (PAPER: 25%; REACTION PAPERS: 10%): You will be required to write one individual paper and submit reaction papers to the readings for 8 class sessions. Details for the paper will be provided in the course.

Reaction papers: You will be assigned to either Group A or Group B and will submit a short reaction paper (1 page typed, single-spaced; ~500 words) on BlackBoard **before the start of class** on the eight 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). **I will drop your lowest score.**

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 personal relationships, for public policy?

What additional research questions does this work stimulate? What specific questions need further exploration?

2. EXAMINATIONS (20%, 30%): There will be two exams in this course, one midterm and one cumulative final. The exams will cover information from in-class lectures and discussions and reading assignments. The exams will be open-book and open-notes and will focus on your factual, applied, and conceptual understanding of the material rather than memorization.

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

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. The emphasis is on quality of participation rather than quantity. 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 present to the class.

POLICY ON USING AI TOOLS

AI is a versatile tool with a range of strengths and limitations. You are neither encouraged nor discouraged from using AI in this course. That said, using AI effectively takes a lot of work; e.g., you shouldn't trust anything it says. And, in this course *you must not use AI-based tools to plagiarize without citation*. Should you choose to use AI in any part of your coursework, *you must acknowledge using it*. Specifically, please include a concise one-page addendum with the assignment for which you used AI, detailing the specific tool you used, tasks you used it for, what prompts you used, and your insights from the experience. Share both the benefits and the limitations you observed using AI in the manner you did.

Class Schedule and Reading Assignments

January 16: Introductions and all that jazz

SOCIAL SCIENCE APPROACHES TO KNOWING

January 18: Introducing social science approaches and methodology

Levitt S. & Dubner, S. (2005). *Freakonomics: The hidden side of everything*. Chpts. 3 & 4

January 23: 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 25: Introducing social science approaches and methodology, cont.

Same readings as above

THE INDIVIDUAL LEADER

January 30: The cult of personality: Narcissism and Humility (GROUP A)

Sedikides, C., & Campbell, W. K. (2017). *Narcissistic Force Meets Systemic Resistance: The Energy Clash Model*. *Perspectives on Psychological Science*, 12(3), 400-421.

Merryman, A. (2016). *Leaders are more powerful when they're humble, new research shows*. *WaPo*.

February 1: Does power corrupt? (GROUP B)

Galinsky, A. D., Jordan, J., & Sivanathan, N. (2008). *Harnessing power to capture leadership*. In Crystal L.

Hoyt, George Goethals, and Donelson R. Forsyth (Eds), *Social Psychology and Leadership*. 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 6: (Ir)rational beings: Where's the logic and accuracy? (GROUP A)

Ariely, D. (2008). *Predictably Irrational*. NY, NY: Harper Collins. Five Chapters: The truth about relativity; The fallacy of supply & demand; The cost of zero cost; Beer & free lunches; The problem of procrastination and self-control.

February 8: No Class

February 13: 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*.

EXPECTATIONS AND BIASES IN LEADERSHIP

February 15: 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.

February 20: Why we fall for tall, dark, and handsome male leaders (GROUP B)

Gladwell, M. (2005). *Blink*. Introduction and Chapters 1-3.

Nicholas Kristof, *Is Everyone a Little Bit Racist?*, & *She Gets No Respect*, NYT

February 22: Perceiving leaders and the threatening nature of stereotypes (GROUP A)

Hoyt, C. L., & Simon, S. (2017). Social psychological approaches to women and leadership theory. In S. Madsen (Ed.) *Handbook of Research on Gender and Leadership* (pp. 85-99). Edward Elgar.

Eagly, A. H. (2018). Some leaders come from nowhere: Their success is uneven. *Journal of Social Issues*, 74(1), 184-196.

February 27: Choosing leaders: Inequality and political representation (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.

LEADERSHIP IN CONTEXT: CULTURE, GROUPS, AND SYSTEMS**February 29: 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.

March 5: Social animals: The need to belong and the role of the group in leadership

Baumeister, R. F., Brewer, L. E., Tice, D. M., & Twenge, J. M. (2007). Thwarting the need to belong. *Social and Personality Psychology Compass*, 1, 506-520.

Reicher, S. D., Haslam, S. A., Platow, M. J. (2007). The new psychology of leadership. *Scientific American*, Aug/Sep, 22-29.

March 7: Midterm exam**March 12 & 14: Spring Break! Have fun ☺****March 19: Status and Inequality (GROUP B)**

Ridgeway, C. L. (2019). Understanding the Nature of Status Inequality: Why is it Everywhere? Why Does it Matter?. In *Advances in Group Processes* (pp. 1-18). Emerald Publishing Limited.

March 21: System justifying ideologies (GROUP A)

Jost, J. T. (2020). *A theory of system justification*. Harvard University Press. Chapter 1.

Anderson, M. D. (2017). Why the myth of meritocracy hurts kids of color. *The Atlantic*.

Richeson, J. A. (2020). Americans Are Determined to Believe in Black Progress. *The Atlantic*.

March 26: Powerlessness and system justification (GROUP B)

Van der Toorn, J., Feinberg, M., Jost, J. T., Kay, A. C., Tyler, T. R., Willer, R., & Wilmoth, C. (2015). A sense of powerlessness fosters system justification: Implications for the legitimation of authority, hierarchy, and government. *Political Psychology*, 36, 93-110.

INFLUENCE PROCESSES IN LEADERSHIP**March 28: 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: Social Influence (GROUP B)

Cialdini, R. B. (2003, August). Crafting normative messages to protect the environment. *Current Directions in Psychological Science*, 12(4), 105-109.

April 4: Power, persuasion, and bad leadership (GROUP A)

Riggio, R. E. (2017). Power, persuasion, and bad leadership. *Why Irrational Politics Appeals*, 71-86.

April 9: Understanding obedience to authority (GROUP B)

Meyer, P. (1970). If Hitler asked you to electrocute a stranger, would you? Esquire.

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 11: 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, 154-179.

APPLICATION TO CONTEMPORARY CHALLENGES

April 16: Group Work in Class

April 18: Group Presentations

Group 1: Kristof, N. D., & WuDunn, S. (2009). Half the sky: Oppression into Opportunity for Women Worldwide. Random House.

Group 2: Eberhardt, J. L. (2020). Biased: Uncovering the hidden prejudice that shapes what we see, think, and do. Penguin.

April 23: Group Presentations

Group 3: Stevenson, B. (2014). Just mercy: A story of justice and redemption. Penguin Random House.

Group 4: Desmond, M. (2023). Poverty, by America. Crown.

April 25: Course Wrap-up

FINAL EXAM:

T/R 9am class: Monday April 29, 2pm-5pm.

T/R 10:30am class: Wednesday May 1, 2pm-5pm.

RESOURCES AND SUPPORT

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. For more resources, please <https://prevent.richmond.edu/get-help/index.html>.

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 (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 \(hwalt@richmond.edu\)](mailto:hwalt@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](http://libguides.richmond.edu) (libguides.richmond.edu). Students can [contact an individual librarian](http://library.richmond.edu/help/liason-librarians.html) (library.richmond.edu/help/liason-librarians.html) or ASK a librarian for help via email (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 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 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 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 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.

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

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

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

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) 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.

¹Sue, 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>

²Bergom, 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>

³Nadal, 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>

⁴Rolón-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/>