LDST 102: Leadership and the Social Sciences
SPRING 2024

ENDEAVOR Edition:
Coalitions and Leadership Across Human Societies

TIME: Wed, Fri 10:30-11:45am
LOCATION: Jepson Hall 108
WEBSITE: https://blackboard.richmond.edu

INSTRUCTOR: Dr. Chris von Rueden
EMAIL: cvonrued@richmond.edu
OFFICE: Jepson Hall 235
OFFICE HOURS: Wed, Fri 9:00-10:30am
                                                       Or by appointment at a different time

ZOOM: https://us02web.zoom.us/j/84575502410?pwd=K2E3N2NnZGxVaHpOaU9TVnArbStlQT09
                 4wLYKJ (password)

Course Description:
This course is a continuation of LDST 101 and your Endeavor theme of coalitions and leadership, but from the perspective of the social sciences (e.g. anthropology, psychology, economics, behavioral biology).

The first half of the course will expose you to social science research on cooperation and conflict, in which we will answer questions such as:

- How are our societies similar to other primate societies? Like chimpanzees, we form coalitions that engage in inter-group violence. Like bonobos, we can also form cooperative relationships across our groups.
- What causes inter-group discrimination or conflict? We will explore the origins of race, religion, gender, and political partisanship and how these group memberships can become sources of coalitional conflict.
- What enables us to cooperate with each other? We will discuss the psychological motives that produce cooperation, as well as concepts like fairness and justice.

- Why are human societies so complex? We will discuss how human societies have become larger and more complex over history (with attention to the role of leaders), and we will examine how well our minds are equipped to understand such complexity.

The second half of the course will have you simulate the 1968 Democratic National Convention in Chicago, as a case study in political coalitions competing for power. We will then read a book then describes when political conflict has led to state collapse over human history, with implications for our current day.

The goal of the course is not only to expose students to the empirical study of coalitions and leadership but also to stimulate them to think critically about human behavior in general.

Course Format:
Most classes will consist of a mix of lecture and discussion. In addition, we will engage in various activities, particularly the reacting game *Chicago, 1968*. Lecture and discussion will build off **assigned readings, which must be completed BEFORE the day they are listed** (see Class Schedule below). The majority of the readings are taken from the following two books, which you must acquire:

- Boyer, P. (2018). *Minds Make Societies: How Cognition Explains the World Humans Create.* New Haven: Yale University Press.
- Turchin, P. (2023). *End Times: Elites, Counter-Elites, and the Path of Political Disintegration*. New York: Penguin Press.

By 10:30am of the majority of class days, you must also complete a quiz (on Blackboard) on the readings assigned for that class day. During classtime, I strongly encourage you to comment, ask a question, or provoke discussion at any time. Recent lecture slides will become available on Blackboard as a powerpoint file.

How you will be graded:

1. **Discussion** (25% of grade)

   Your discussion grade will depend on you attending class, attending class on time, participating in discussions on most class days, not leaving to use the bathroom during class, submitting the occasional written reflection, submitting required materials during our reacting game, and presenting on readings when scheduled to do so. **You may miss 2 classes (for any reason, including illness) without a penalty.** Students will present on readings according to their presentation number (see bolded numbers following most readings in the Class Schedule and Assignments section of the syllabus).

Sign up for your presentation number here:
https://docs.google.com/spreadsheets/d/12WnqnDp3o0sicLooq7Ngu_oOSuR8kZer55kenX49Uew/edit?usp=sharing

Requirements of presenters:

- identify and explain main points of the reading
- connect to material we've previously discussed in class
- prepare two questions to ask class members: the first question should seek clarification on aspects of the reading or address something unexplained by the reading, and the second question should connect the reading to current issues or events

Presentations should last **~10 minutes**, including your leading of discussion surrounding your prepared questions. Presentation software is required (upload your presentation or presentation link to Blackboard ahead of time). You can contact me before you are due to present if you want guidance, but don't feel like you need to be an expert.

In general, written assignments and reading presentations will be graded on a three-point scale: didn't complete (0), minimal effort/thoughtfulness and incomplete (1), effortful/thoughtful and completed requirements (2),

2. **Quizzes** (25% of grade)

   By 10:30am of the majority of class days (see Course Schedule and Assignments section), you will take a short quiz (on Blackboard) on the readings assigned for that class day. Quizzes are open-book and can be completed with the assistance of other students currently in the class. Quizzes become available online at the end of the previous class. The quizzes will consist of multiple choice or short answer questions. You will have 30 minutes to complete each quiz, and you must complete each quiz in one sitting. You are not able to attempt the same quiz more than once. At the end of the semester, **you may drop your 2 lowest quiz grades**. **Missed quizzes (for any reason, including illness) count towards the 2 you may drop.**

3. **Midterm Exam** (25% of grade)

   The midterm exam will consist of multiple choice and short answer questions having you compare and contrast material we've read and discussed.

4. **Final Paper** (25% of grade)

   Based on your research and guided by material we've discussed in class, you will write a paper that analyzes the health of democracy in 2024 in a particular nation. You each will choose a different nation as your focus. More specifically, **the paper should include the following content**:

- description of anti-democratic sentiment and behavior (e.g. less support for free/transparent elections, stifling of speech/media, laws suppressing minority political participation, political violence), and how they've changed in recent decades up to the present day
- description of the purported causes of threats to democracy, from more immediate (e.g. misinformation, demagogues, low trust in institutions) to more structural (e.g. elite over-production, stagnating wages for the less educated, demographic changes, national security threats)
- discussion of what societal leaders could have done differently over the past few decades years to support democracy
- discussion of what societal leaders should do now to preserve democracy

The paper must cite material from Boyer and Turchin and at least **three** readings not from the class reading list. Readings may include scholarly books or articles, or long-form journalism and news reports from reputable, non-partisan media. The paper will be **graded based on the following criteria**:

- inclusion of the required content bulleted above
- clear and interesting thesis argument
- logical and well-organized defense of the thesis
- thoughtfulness and originality of your arguments
- accurate use of sources from Boyer and Turchin and from own research

You will NOT be graded on your politics. In other words, whether your interpretations or recommendations lean left or right will not matter in how I grade your paper.

You are permitted to use generative AI for your final paper (generative AI includes tools such as ChatGPT, Bard, DALL-E, AlphaCode, Stable Diffusion, Synthesia, Cohere Generate, and other emerging technologies), **subject to the following conditions**:

- explain the prompts you used in your paper
- explain **in detail** how you evaluated and edited the AI output
- cite your use of AI. See here for advice: https://apastyle.apa.org/blog/how-to-cite-chatgpt

The paper should include a minimum of 10 pages (double spaced, 12-point font) and be **structured into five sections**:

(1) Title page
(2) Introduction, in which you present your thesis
(3) Body of the paper, in which you present your evidence
(4) Conclusion, in which you summarize the evidence for your thesis

(5) References, in which you list your cited articles (in-text citations and the reference list should be in APA format: https://www.mendeley.com/guides/apa-citation-guide)

Further details about the final paper will be provided throughout the semester, but key dates to remember are:

- Apr. 19 (by 10:30am on Blackboard): tentative thesis due
- May 1 (by 5pm on Blackboard): final paper due

Notes:

1. **COVID-19 Policy**: Masks are optional when in class. However, if you have any symptoms that may indicate COVID-19 (e.g. cough, sore throat, aches, unusual fatigue) do not come to class that day and get tested for COVID-19. I will help you make up the material you missed.

2. **Electronic Devices**: computers, phones, and other electronic devices are in general **not allowed** during classtime (excepting a disability accommodation requiring use of a computer to take notes). Restriction of laptops in particular may present a challenge, but there are benefits: more robust classroom discussion and better retention of information through handwritten-notetaking. Nevertheless, bring your laptop or tablet to class every day since on some occasions, particularly during the reacting game, you will have opportunity to use them.

3. **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

4. **Religious Accommodation**: Students should notify me within the first two weeks of classes if they will need accommodations for religious observance. registrar.richmond.edu/planning/religiousobs.html

5. **Disability Accommodation**: Students who are approved for academic accommodations must: 1) Submit their Disability Accommodation Notice (DAN) to me via the Disability Services Student Portal (sl.richmond.edu/be), and 2) Talk with me to create an accommodation implementation plan within the first two weeks of classes.

6. **Plagiarism/Honor System**: When writing your final paper and when studying for and taking the exams, be aware of the provisions of the Honor System:

   "I pledge that I have neither received nor given unauthorized assistance during the completion of this work."

   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), or is otherwise not the original work of the student for the specific assignment. Unauthorized assistance also includes

consulting tests provided by students from past classes. You **can use generative AI, but only for the final paper and per the restrictions detailed in the final paper requirements**. studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html

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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 (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) **and** Hope Walton (hwalton@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 (libguides.richmond.edu). Students can contact an individual librarian(library.richmond.edu/help/liaison-librarians.html) or ASK a librarian for help via email (library@richmond.edu), text (804-277-9ASK), or chat (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, skills-building classes, therapy groups, crisis intervention, psychiatric consultation, and related services.

Disability Services: (disability.richmond.edu): 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 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.

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 are offered by teams of trained student consultants. During scheduled appointments, consultants assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations. 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.

Class Schedule and Assignments

Jan 17   **Introductions**

Jan 19   **Chimpanzee and Bonobo coalitions**

- *Reading/Viewing:*
    - Watch Episodes 1 and 2 of *Chimp Empire* on Netflix
    - Pusey, A. (2022). Warlike chimpanzees and peacemaking bonobos. *Proceedings of the National Academy of Sciences USA*, 119, e2208865119.
- *Quiz*

Jan 24   **Race**

- *Reading*: Goodman, A. (March 13, 2020). Race is real, but it's not genetic. *Sapiens*. https://www.sapiens.org/biology/is-race-real/
- *Written Reflection:* >1 page on the meaning of race

Jan 26   **Coalitional Psychology and Stereotyping**

- *Reading*: Boyer, Chapter 1, pp. 33-51. **1**
- *Quiz*

Jan 31   **Group Violence**

- *Reading*: Boyer, Chapter 1, pp. 51-65. **2**
- *Quiz*

Feb 2   **Misinformation, Rumors, and Conspiracy Theories**

- *Reading*: Boyer, Chapter 2, pp. 66-92. **3**
- *Quiz*

Feb 7   **Religious Traditions (CLASS MEETING on ZOOM)**

- *Reading*: Boyer, Chapter 3, pp. 93-124. **4**
- *Written Reflection:* >1 page on your religious experience

Feb 9   **Mating and Marriage (CLASS MEETING on ZOOM)**

- *Reading*:
  - Boyer, Chapter 4, pp. 125-149. **5**
  - Singh, M. (Mar 31, 2020). Is marriage over? *Aeon.* https://aeon.co/essays/marriage-is-dead-long-live-marriage-how-will-we-couple-up
- *Quiz*

Feb 14   **Patriarchy**

- *Reading*:
  - Boyer, Chapter 4, pp. 150-162. **6**
  - von Rueden, C. (Aug 18, 2020). Nature and nurture both contribute to gender inequality in leadership, but that doesn't mean patriarchy is forever. *The Conversation.* https://theconversation.com/nature-and-nurture-both-contribute-to-gender-inequality-in-leadership-but-that-doesnt-mean-patriarchy-is-forever-123311
- *Quiz*

Feb 16   **In-class game (bring laptop)**

Feb 21   **Cooperation and Fairness**

- *Reading*: Boyer, Chapter 5, pp. 163-189. **7**
- *Quiz*

Feb 23   **Justice**

- *Reading*: Boyer, Chapter 5, pp. 189-202. **8**
- *Quiz*

Feb 28   **The Origins of Political Institutions**

- *Reading*: Boyer, Chapter 6, pp. 203-216. **9**
- *Quiz*

Mar 1   **Folk Sociology and Political Partisanship**

- *Reading*: Boyer, Chapter 6, pp. 216-244. **10**
- *Written Reflection*: >1 page on political partisanship

Mar 6   **Review for MIDTERM EXAM**

- *Reading*: Weeden, J. and Kurzban, R. (Nov. 10, 2014). Don't fool yourself about "the other side – everyone is selfish when it comes to politics. *Vox*. https://www.vox.com/2014/11/10/7157997/everyone-is-selfish-when-it-comes-to-politics

Mar 8   **MIDTERM EXAM (in the classroom, on Blackboard)**

Mar 13   **NO CLASS (Spring break)**

Mar 15   **NO CLASS (Spring break)**

Mar 20   **Chicago, 1968: Setup**

- *Reading/Viewing*:
  - Watch *Trial of the Chicago 7* on Netflix
  - Chicago, 1968 game book, pg. 1-64.
- *Written Reflection*: Chicago, 1968 Role Questionnaire (**DUE MAR. 19th by 5pm**)

Mar 22   **Chicago, 1968: Setup**

- *Reading:* Chicago, 1968 game book, pg. 66-155.
- *Written Reflection:* Chicago, 1968 Character Investigation responses
- *Quiz*

Mar 27   **Chicago, 1968: Parts 1-2**

- *Newspaper Column*: Wicker, Trohan (post to Blackboard Forum **before** class)
- *Speech*: Daley, Hoffman, Hayden (post to Blackboard Forum **after** class)

Mar 29   **Chicago, 1968: Parts 3-4**

- *TV Interview*: Rather (post to Blackboard Forum **before** class, or deliver live)
- *Speech*: Humphrey, Inouye, Abzug (post to Blackboard Forum **after** class)

Apr 3   **Chicago, 1968: Part 5**

- *Speech*: McCarthy, Connally (post to Blackboard Forum **after** class)

Apr 5   **Chicago, 1968: Parts 6-7**

- *Newspaper Column:* Wicker, Trohan *(*post to Blackboard Forum **before** class*)*
- *TV Interview*: Rather (post to Blackboard Forum **before** class, or deliver live)
- *Speech*: Rothstein, Muskie (post to Blackboard Forum **after** class)

Apr 10   **Chicago, 1968: Debriefing**

- *Reading*:
    - Chicago, 1968 The Aftermath
- *Written Reflection*: 1000-1200 words reflecting on Chicago, 1968 (per your Role)

Apr 12   **Cliodynamics**

- *Reading*: Turchin, pp. 3-52. **11**
- *Quiz*

Apr 17   **Drivers of Political Instability**

- *Reading*: Turchin, pp. 55-107. **12**
- *Quiz*

Apr 19   **Drivers of Political Instability (continued)**

- *Reading*: Turchin, pp. 109-158. **13**
- *Quiz*

Apr 24   **State Breakdown**

- *Reading*: Turchin, pp. 161-189. **14**
- *Quiz*
- Submit final paper thesis

Apr 26   **The Future of Democracy**

- *Reading/Viewing*:
    - Turchin, pp. 191-241
    - Watch on PBS.org: Why diverse democracies fall apart and how they can endure
      https://www.pbs.org/wnet/preserving-democracy/video/why-diverse-democracies-fall-apart-and-how-they-can-endure/
    - Watch on PBS.org: A citizen's guide to preserving democracy
      https://www.pbs.org/video/a-citizens-guide-to-preserving-democracy-hcrswk/
- *Quiz*

May 3   **FINAL PAPER due (by 5pm, on Blackboard)**