

LDST 102: Leadership and the Social Sciences

Jepson School of Leadership Studies

University of Richmond

Spring 2025

Email: ekrem.mus@richmond.edu

Classroom: JPSN 107

Class Time: M/ W 3:00 - 4:15 pm

Office Hours: M 10:00- 11:30 am (drop-in) and by appointment

Office: Jepson Hall 119B

Course Description

Leadership broadly construed is about how groups of people come together to make collective decisions. This process often (but not always) involves certain individuals assuming leadership positions. Sometimes decisions made on behalf of collectives are imposed. At other times, they are agreed upon voluntarily. Regardless of how groups come together to make decisions, leadership remains at the core of the collective human experience. Thus understood, the phenomenon of leadership is also a major puzzle. If individual interests and motivations frequently collide, how do people come together to act collectively? There are many answers to this puzzle and the key goal of this class is to explore the leading explanations. Our goal will be to understand why different solutions to the leadership puzzle emerge in different circumstances. In addition, we will examine the consequences that different answers to the puzzle of leadership produce. Drawing on the spirit of the liberal arts, our goal will be to understand the phenomenon of leadership to generate a positive impact outside the classroom.

Course Goals

- Students will gain knowledge about major theoretical debates concerning leadership as viewed through the lens of social science.
- Students will become familiar with broad empirical patterns of leadership, including traditional leadership, charismatic leadership, and rational-legal leadership.
- Students will acquire knowledge of the most common approaches to the empirical study of leadership.
- Students will become familiar with academic literature's methods and evidentiary standards on leadership and related social phenomena.

Course Materials

I will make most of the course materials available to students on the course website. Students are required to use university libraries to obtain the rest. There are no required texts to purchase.

Assignments and Grading

Reading Quizzes (15%)

You will take a 10-Kahoot reading quiz (unannounced) before the class. The quiz will pose several rudimentary questions that will be closely related to the readings assigned for a given class session. The questions will probe students' understanding of the main arguments, facts, and conclusions encountered in the materials. Most students should find the questions easy as long as they complete the assigned readings on time. The goal of these quizzes is to ensure that students read attentively. Questions will be posted on BB (Blackboard) at the end of the class. The student with the highest score in each quiz will get an additional 1 point (added to the final grade). There will be no make-up for missed quizzes, even for excused absences.

Discussion Leadership (10%)

Starting in week 4, each Wednesday class session will include a short discussion section (about 20-25 minutes) that will be introduced by one student discussant. The goal of the discussant will be to provide a summary of class readings. In particular, the discussant should focus on the main questions, arguments, and empirical approaches that appear in the readings. In addition, the discussants will attempt to identify the strengths and weaknesses of each reading, paving the way for a deeper conversation in which all class participants will subsequently engage. I will circulate a signup sheet well ahead of time so that discussants have several weeks to prepare.

Midterm Exam (25%)

Students will complete one midterm exam on February 26. The exam will draw from the assigned readings, lectures, and class discussions through week 7. The exam will be a mixture of multiple-choice questions (four answer options, one correct answer), short-answer questions, and a short essay. Students will have the entire class period (75 minutes) to write the exam. The exam will be closed-book but students may bring one sheet of paper (8.5 x 11 inches) with handwritten notes to the exam (notes can cover both sides).

Final Homework: Leadership Interview Assignment (30%)

Assignment Overview:

Students will design a survey, conduct an interview with a leader in a public or private

organization (mid-level or upper-level), and write a 7-page paper analyzing the insights gained. I will circulate a short rubric detailing how the papers will be graded well ahead of time. Students can consult me regarding a rough draft of their paper, provided they do so at least seven days before the deadline. Due to time constraints, however, I will not be able to comment on more than one rough draft per student. More information about the assignment will be provided.

Outline for the Paper

- Introduction: Briefly introduce the leader interviewed (name, position, organization, and industry). Explain the purpose of the interview (to explore leadership styles, decision-making, challenges, etc.). Include a thesis statement summarizing the key insights you expect to present.
- Survey Design and Interview Preparation: Describe the survey preparation process (how questions were developed and their focus). Share the rationale for the chosen questions (if necessary). Reflect on how you prepared for the interview (e.g., background research on the leader or organization).
- Leadership Insights from the Interview: Discuss the leader's perspective on leadership (styles, core values, and approaches). Highlight key challenges the leader has faced and how they were addressed. Analyze the leader's decision-making process and strategies for motivating others. Explore how the leader fosters innovation, teamwork, or organizational culture.
- Comparison to Leadership Theories: Compare the interview insights to leadership theories or concepts discussed in class (e.g., transformational leadership, servant leadership, or situational leadership). Discuss similarities and differences.
- Lessons Learned: Reflect on the most valuable lessons from the interview. Explain how these lessons can be applied to your development as a leader.
- Conclusion: Summarize the key findings of the interview and analysis. Discuss the broader implications for understanding leadership in practice.
- Appendices (Optional)
- Include the survey questions used for the interview.
- Add relevant background information about the organization, if needed.

Final Presentation (10%)

Students will prepare a final presentation on the Leadership Interview Assignment. I will circulate a short rubric detailing how the presentations will be graded well ahead of time. More information will be provided on the presentation assignment.

Participation (10%)

Active participation in class and regular engagement with the presented material is crucial for effective learning. Contributing to classroom conversation, asking questions, and attending office hours outside of class all count as forms of participation. I will make regular notes regarding each student's participation throughout the semester. Participation will be graded on a simple scale: excellent (3/3), satisfactory (2/3), unsatisfactory (1/3), and absent (0/3). Excellent participation is achieved by participating at least once a class in any of the forms mentioned above. Satisfactory participation is achieved by participating at least once a week. Students that earn the unsatisfactory

participation grade participate only a few times during the entire semester. Students who do not attend class or never participate receive a participation score of 0. Students who fail to attend class regularly will find it difficult to earn a satisfactory participation grade.

Letter grades for student performance will be assigned based on the following percentages:

Grade	Range	Grade	Range	Grade	Range
A	94–100	B-	81–83	D+	68–70
A-	91–93	C+	78–80	D	60–67
B+	88–90	C	74–77	F	0–60
B	84–87	C-	71–73		

Important Dates

- Midterm Exam:** February 26
- Final Presentation:** April 21 & 23
- Final Paper due date:** May 3

Course Policies

Attendance Policy

Attendance is both expected and crucial for student success in this course. Many of the assignments (particularly the midterm and final exams) will be partially based on lectures and in-class discussions and students will miss important information if they choose not to attend regularly. It will be hard for students who do not come to class to pass the course. Students can expect me to be prepared and organized, and to deliver lectures and answer questions. In turn, I expect students to have read *all* of the assigned readings and to come with questions and requests for clarification.

During Class

Because some recent studies (e.g. [this one](#)) suggest that the use of laptops in classrooms is negatively correlated with student learning, students may not use computers while in class (except in cases of documented disability). Eating and drinking are allowed in class but students are asked to ensure that it does not interfere with their learning or the class in general. Students should try not to eat their lunch in class as classes are typically active and require full attention.

Make-Up Exams and Late Assignments

The exams must be taken when scheduled except for the following reasons:

- documented attendance at a university-sanctioned event
- death in the family
- observation of a religious holiday
- illness or injury

If an exam is missed due to an *excused* absence, a make-up exam will be scheduled in consultation with me. It is the student's responsibility to initiate this process and to provide the necessary documentation. Exams missed due to an *unexcused* absence will receive a grade of 0 and cannot be made up. Unexcused late assignments will be penalized by a full letter grade for each 24-hour period by which the assignment is late.

Emails

The classroom is the best place to raise questions that are relevant to every student in the class. Office hours should be dedicated to discussing deeper questions related to class material as well as assignments. While I welcome communication via email, students should be sure to exhaust all other sources (especially the syllabus) that might help answer their questions and consider direct emails as a last resort. Students should include the title of the class in the subject line when writing an email.

Academic Integrity

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." Integrity is expected of every student in all academic work. Plagiarism, which means intentionally or knowingly representing the words or ideas of another as one's own, is a serious and egregious violation and the perpetrator will be subject to any one or a combination of the following sections: report to the Honor Council, loss of credit for the work involved; reduction in grade; or a failing grade in the course.

Visit studentdevelopment.richmond.edu/student-handbook/honor/pdfs/statutes.pdf for more information.

Generative Artificial Intelligence (AI) Policy

Generative artificial intelligence (AI) refers to quickly evolving tools that are capable of generating text, images, or other media. While exciting, existing AI tools such as ChatGPT are not oracles of truth and one has to treat their output with skepticism. To do this effectively, one has to possess sufficient reading, writing, and critical thinking skills. Developing such competencies is one of the key goals of this introductory course. For this reason, the use of generative AI for any assignments completed for this course is prohibited and will be treated as a violation of the Honor Code.

Religious Observance

Students should notify me within the first two weeks of classes if they will need accommodations for religious observance.

Visit registrar.richmond.edu/services/policies/religiousobservances.html for more information.

Disability Accommodations

Students with a Disability Accommodation Notice should let me know as soon as possible so that we may discuss arrangements for assignments and participation.

Visit disability.richmond.edu for more information.

Additional Academic Support

Academic Skills Center

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 Mancastropa (rmancast@richmond.edu) and Hope Walton (hwalton@richmond.edu) for coaching appointments in academic and life skills.

Visit asc.richmond.edu for more information.

Boatwright Library Research Librarians

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. 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).

Visit library.richmond.edu/help/ask for more information.

Career Services

Career Services 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.

Visit careerservices.richmond.edu for more information.

Counseling and Psychological Services

Students may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating, and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. Counseling and Psychological Services 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. Visit caps.richmond.edu for more information.

Speech Center

The Speech Center 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. Visit speech.richmond.edu for more information.

Writing Center

The Writing Center 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. Visit writing.richmond.edu for more information.

Course Schedule

Week 1 (January 13 & 15): Introduction

MONDAY: Introduction to the Course and Syllabus

- familiarize yourself with the syllabus

WEDNESDAY: What Is Leadership and Why It Matters

- MacMillan, Margaret. "[Leadership at War: How Putin and Zelensky Have Defined the Ukrainian Conflict.](#)" *Foreign Affairs*, March 29, 2022.

Week 2 (January 20 & 22): What Is Social Science?

MONDAY: Demarcating Social Science

- Holm, Andreas Beck. 2013. *Philosophy of Science: An Introduction for Future Knowledge Workers*. Frederiksberg, Den.: Samfundslitteratur. **Chapters 2 and 3**.
- “Karl Popper, Science, and Pseudoscience.” [Youtube Video](#).

WEDNESDAY: **Basic Concepts and Definitions**

- Donovan, Tood & Kenneth Hoover. 2014. *The Elements of Social Scientific Thinking*. Belmont, CA: Cengage Learning. **Chapter 1, 2**.
- Chloubá, Vladimir. 2020. “A Guide to Academic Research Articles for the Casual Reader.”

Week 3 (January 27 & 29): The Puzzle of Leadership

MONDAY: **Survey Research on Leadership**

- class handouts and online sources

WEDNESDAY: **Who is leading?**

- Shepsle, Kenneth & Mark S. Bonchek. 1997. *Analyzing Politics: Rationality, Behavior, and Institutions*. New York, NY: W. W. Norton & Company. **Chapter 9**.
- Van der Hoek, Marieke, and Ben S. Kuipers. "Who are leading? A survey of organizational context explaining leadership behavior of managers and on-managerial employees in public organizations." *Public Management Review* 26, no. 4 (2024): 1083-1107.

Week 4 (February 3 & 5): Leadership in Criminal Justice

MONDAY: **Leadership in Security Organizations**

- Brown, Ben & Yudu, Li. 2023. “Police Executive Leadership: An Empirical and Theoretical Analysis.” *International Journal of Police Science & Management*, 25(1): 53-66.

WEDNESDAY: **Leadership in Criminal Organizations**

- Calderoni, Francesco, and Elisa Superchi. "The nature of organized crime leadership: Criminal leaders in meeting and wiretap networks." *Crime, Law and Social Change* 72 (2019): 419-444.
- Ayling, Julie. "Criminal organizations and resilience." *International Journal of Law, Crime and Justice* 37.4 (2009): 182-196.

Week 5 (February 10 & 12): Charismatic Leadership

MONDAY: **Defining Charismatic Leadership**

- Weber, Max. 1947. *The Theory of Social and Economic Organization*. New York, NY: Oxford University Press. **pp. 359-363**.
- Willner, Ruth Ann. 1985. *The Spellbinders: Charismatic Political Leadership*. New Haven, CT: Yale University Press. **Chapter 2**.

WEDNESDAY: Case Study: Adolf Hitler

- “Hitler: The Rise of Evil.” [Movie available via YouTube](#).

Week 6 (February 17 & 19): Rational-Legal Leadership

MONDAY: Defining Rational-Legal Leadership

- Weber, Max. 1947. *The Theory of Social and Economic Organization*. New York, NY: Oxford University Press. **pp. 329-341**.
- Goodsell, Charles T. 2014. *The New Case for Bureaucracy*. Washington, DC: CQ Press. **Chapter 1**.

WEDNESDAY: Meritocracy

- Wooldridge, Adrian. 2021. *The Aristocracy of Talent*. New York, NY: Skyhorse Publishing. **Introduction**.
- Sandel, Michael J. 2020. *The Tyranny of Merit*. New York, NY: Farrar, Straus, and Giroux. **Chapter 5**.

Week 7 (February 24 & 26): Midterm Review & Exam

MONDAY: Midterm Exam Review

We will review concepts introduced in the first half of the course and thus facilitate preparation for the midterm exam. Students should come with questions and requests for clarification.

WEDNESDAY: Midterm Exam

Week 8 (March 3 & 5): Leadership in Business

MONDAY: Business Leadership Skills

- Gilli, Katharina, Nicole Lettner, and Wolfgang Guettel. “The Future of Leadership: New Digital Skills or Old Analog Virtues?” *The Journal of Business Strategy* 45, no. 1 (2024): 10–16.
- 10 Development Goals for Better Leadership
[Leadership Development Goals](#)
- 5 Areas Of Business Leadership AI Isn't Replacing
[5-areas-of-business-leadership-ai-isnt-replacing/](#)

WEDNESDAY: Business Leadership and Diversity

- Gooty, Janaki, Enrica N Ruggs, Herman Aguinis, Diane M Bergeron, Lillian T Eby, Daan van Knippenberg, Corinne Post, et al. "Stronger Together: A Call for Gender-Inclusive Leadership in Business Schools." *Journal of Management* 49, no. 8 (2023): 2531–40.
- Katayanagi, Mari, and Frens Kroeger. "Japanese Business Leadership: Business for Peace in Practice." *Asian Studies Review* 48, no. 3 (2024): 597–616.

Week 9 (March 10 & 12): Spring Break

Week 10 (March 17 & 19): Leadership in Democracies

MONDAY: Who Wins Democratic Elections?

- Besley, Timothy & Marta Reynal-Querol. 2011. "Do Democracies Select More Educated Leaders?" *American Political Science Review*, 105(3): 552-566.
- Lawson, Chappell, Gabriel S. Lenz, Andy Baker & Michael Myers. 2010. "Looking Like a Winner: Candidate Appearance and Electoral Success in New Democracies." *World Politics*, 62(4): 561-593.

WEDNESDAY: Peace as an Effect of Democratic Leadership

- Rosato, Sebastian. 2003. "The Flawed Logic of Democratic Peace Theory." *American Political Science Review*, 97(4): 585-602.

Week 11 (March 24 & 26): Populist Leadership

MONDAY: What Is Populism?

- Mounk, Yascha. 2018. *The People vs. Democracy*. Cambridge, MA: Harvard University Press. **Introduction**.
- Selçuk, Orçun. "Strong presidents and weak institutions: populism in Turkey, Venezuela and Ecuador." *Exit from Democracy*. Routledge, 2018. 103-122.

WEDNESDAY: Sources of Populism

- Demiryol, Gaye İlhan. "Populism in power: The case of Turkey." *Turkey in transition: Politics, society and foreign policy* (2020): 101-120.

Week 12 (March 31 & April 2): Leadership in International Relations

MONDAY: Leader Psychology and International Affairs

- Hall, Todd & Keren Yarhi-Milo. 2012. "The Personal Touch: Leaders' Impressions, Costly Signaling, and Assessment of Sincerity in International Affairs." *International Studies Quarterly*, 56(3): 560-573.
- Harden, John P. 2021. "All the World's a Stage: US Presidential Narcissism and International Conflict." *International Studies Quarterly*, 65(3): 825-837.

WEDNESDAY: Gender in International Relations

- McDermott, Rose, Dominic Johnson, Jonathan Cowden & Stephen Rosen. 2007. "Testosterone and Aggression in a Simulated Crisis Game." *The Annals of the American Academy of Political and Social Science*, 614(1): 15-33.
- Post, Abigail S. & Paromita Sen. 2020. "Why can't a woman be more like a man? Female leaders in crisis bargaining." *International Interactions*, 46(1): 1-27.

Week 13 (April 7 & 9): Leadership and Ethnic Diversity

MONDAY: Can Everyone Just Get Along?

- Mounk, Yascha. 2022. *The Great Experiment*. New York, NY: Penguin Press. **Chapters 1, 2, and 3.**

WEDNESDAY: Ethnic Diversity and Public Goods

- Posner, Daniel N. 2004. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas Are Allies in Zambia and Adversaries in Malawi." *American Political Science Review*, 98(4): 529-545.
- Habyarimana, James, Macartan Humphreys, Daniel N. Posner & Jeremy M. Weinstein. 2007. "Why Does Ethnic Diversity Undermine Public Goods Provision?" *American Political Science Review*, 101(4): 709-725.

Week 14 (April 14 & 16): Bonus Topics

MONDAY: Culture as a Solution to the Puzzle of Leadership

- Nisbett, Richard. 2003. *The Geography of Thought: How Asians and Westerners Think Differently...and Why*. New York, NY: Free Press. **Chapter 3.**
- Nunn, Nathan & Leonard Wantchekon. 2011. "The Slave Trade and the Origins of Mistrust in Africa." *American Economic Review*, 101(7): 3221-3252.

WEDNESDAY: Who Leads Revolutions?

- Kuran, Timur. 1991. "Now Out of Never: The Element of Surprise in the East European Revolution of 1989." *World Politics*, 44(1): 7-48.

Week 15 (April 21 & 23): Final Presentation

MONDAY: Final Presentation

WEDNESDAY: Final Presentation