SOCIAL PSYCHOLOGICAL PERSPECTIVES ON DIVERSITY AND LEADERSHIP
LEADERSHIP 390-01/ PSYCHOLOGY 359
FALL 2010

INSTRUCTOR: Dr. Crystal Hoyt
EMAIL: choyt@richmond.edu
PHONE: 804-287-6825

OFFICE HOURS: BY APPOINTMENT
OFFICE LOCATION: Jepson 132

COURSE TIMES AND LOCATION: Monday, Wed 9:00am-10:15am, Jepson 107

COURSE WEBSITE: http://blackboard.richmond.edu

READINGS:
One book and a number of research articles are assigned for this course. The readings may change slightly and other readings may be assigned during the semester. The assigned readings provide the background and context for classroom lecture and discussion, therefore, you should read the readings before the class period during which it is discussed. You are not required to read the readings labeled optional. Discussion leaders may choose to incorporate these optional readings into their presentation.


DESCRIPTION AND GOALS OF THE COURSE:
Generally, the goal of this course is to understand how diversity affects social relations. To this end, we will examine diversity through the lens of social psychology by examining individual and collective dynamics in pluralistic settings. The primary focus in this course will be to familiarize students with basic research on intergroup relations, prejudice, stereotyping, and discrimination, so that they can: (1) evaluate and analyze the scientific merit of this research, and (2) apply this research to real world situations—e.g., reflect on the effect of social identity on achievement, performance, mental health, physical health, etc. We will focus on the causes, correlates and consequences of stereotyping, prejudice, and discrimination. In addition to understanding the effects and theoretical origins of many problems associated with diversity, we will also address approaches to ameliorating these problems.

COURSE REQUIREMENTS

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

1. CLASS PARTICIPATION AND DISCUSSION POINTS: 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 class participation rather than quantity. Each unexcused absence will penalize your final grade. Excused absences (such as illness, team trips, or family emergencies) must be documented with a doctor’s or dean’s letter. The 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; thorough participation will also contribute to a strong evaluation of class participation. In order to facilitate critical thinking and discussion, you will be asked to post two
discussion points on BlackBoard (Discussion Board) by 6pm the evening before class. Writing these discussion points should 1) help you start thinking about the readings before you come to class and 2) help me or the discussion facilitators determine what issues you are interested in. Thus, please put some thought into them. Interesting discussion points often 1) address problems, ideas, issues that tie together a number of readings/perspectives, 2) meaningfully criticize some aspect of the readings, 3) discuss how the ideas under study pertain to real world phenomena and question their implications and applications or 4) suggest future research inspired by the readings. You will be graded on the following scale: check = above threshold, check-minus = below threshold. Sure fire ways to get a check minus are to only have one discussion point, submit your discussion point after the 6pm deadline, reveal knowledge of only part of the readings, writing something that is so wrong I think you could not have read the article or so incomprehensible I have no idea what you said.

Students will be assigned to two teams: Team A will post discussion points for Monday’s readings and Team B will post for Wednesday’s readings.

2. DISCUSSION LEADERS: Many of the class meetings will consist of discussions of the assigned readings led by two team leaders. Each member of the seminar will sign up to lead seminar discussions during the semester. The discussion leaders should identify the most important issues and questions in the readings, highlighting examples of situations in which these issues arise, presenting the authors’ arguments about these issues, and identifying criticism of the work to help guide class discussion. The facilitators are not to resolve these issues, but use them to encourage further discussion of these issues. In addition, to allow for flexibility to accommodate student interest discussion leaders will also identify another article not covered in the readings that illustrates a key insight related to the topic. For this exercise, the student leaders will describe the design of the study(ies) and will ask the class to make predictions and formulate a rationale for these predictions before revealing the study results. Leaders must let me know which article they chose to incorporate by Friday of the week preceding their presentation. In addition, discussion leaders are encouraged to incorporate media, movie clips, newspaper articles and other related current events as examples.

Possible Discussion Question Topics/Issues

- What issues remain confusing or need clarification?
- What are the strengths and weaknesses of the research both in terms of the methods and the validity of them?
- Discuss alternative explanations for the findings. Do the explanations provided by the researchers make sense to you? Are there other explanations that seem equally 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?
- Discuss linkages across the readings. How does the research that you are reading relate to previous topics that we have discussed? How are the themes as represented in these readings similar or different to how they have been presented in other class readings?
- 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 interaction, for personal relationships, for public policy? Can the findings help us in some way?
- Provide examples of how these results are seen in everyday life, in the media, in literature, or in film.
• Provide counter-examples of how opposing results can be seen in everyday life, in the media, in literature, or in film. Suggest reasons why these situations may differ from those of the research. Are there conditions under which you would expect one result versus the other?
• What additional research questions does this work stimulate? What specific questions need further exploration? How would you test those hypotheses?
• Whatever seems important, interesting to you. The point of these questions or comments is to get people thinking about the topic in more depth.

3. RESEARCH PROPOSAL: You will work in small groups to develop a research proposal for an empirical study. As a group you will present your research proposal during the last week of the course. Additionally, each student will write up and submit their own research proposal due at the end of the semester. The proposal should build on a topic relevant to the study of diversity and leadership and ideally relate to your research interests. The paper should be in APA format and include a thorough introduction (background), a methods section, a proposed results section, and a discussion of the contribution such a project would make to the field. The proposal will include an abstract (briefly laying out the main thesis of the paper, the planned study, and expected results); an introduction (including literature review and research questions and/or hypotheses); a methods section (description of the methods of inquiry for an original study attempting to answer the research question); a results section (description of predicted findings); and a discussion section (linking the proposed research to larger implications). The research paper is due on Friday, December 3rd.

4. EXAMINATIONS: Your progress toward the goals of the course will be assessed through two examinations: one midterm and one final. The exams will cover all of the course material regardless of the source (e.g., lecture, in-class discussions, films, reading assignments, BlackBoard, etc.) and will be designed to test your factual, applied, and conceptual understanding of the material. The final exam will be cumulative and will be given during the final exam testing time.

5. EXAM QUESTIONS: Each person will submit 10 exam questions (6 multiple choice and 4 short answer) prior to each test. Questions are due the Friday before the exam.

Makeup Exams: If you miss an exam due to an illness or personal emergency, you must contact me prior to, or within one day, of the missed exam. Before we can schedule a makeup exam, you must provide a written medical excuse or other verifiable documentation. Makeup exams may take an alternative form to that taken by the rest of the class.

ELEMENTS OF YOUR GRADE:
Good performance on each course component is important to your overall success in this course. Your total points will be based on the following components:

<table>
<thead>
<tr>
<th>Point values for course requirements:</th>
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<tbody>
<tr>
<td>Class part/Discussion points 30 points</td>
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<tr>
<td>Discussion leader 25 points</td>
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<tr>
<td>Research proposal &amp; presentation 100 points</td>
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<tr>
<td>Midterm exam 100 points</td>
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<tr>
<td>Final exam 125 points</td>
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<tr>
<td>Exam questions 20 points</td>
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</tbody>
</table>
Final grades in the course will be based on the percentage of total points that you earn, according to the following cutoffs:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>&lt;60%</td>
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*Plus and minus grades are not shown but will be used*

**Honor Code:** The Jepson School supports and adheres to the provisions of the Honor System sanctioned by the School of Arts and Sciences. Every piece or written work presented by individual students must have the honor pledge with 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.”

**Students with Disabilities:** If you have a verified disability and would like to discuss special academic accommodations, please contact me during the first week of class to arrange reasonable and appropriate accommodations.

**Other Campus Resources:**

- **Academic Skills Center** ([http://asc.richmond.edu](http://asc.richmond.edu) or 289-8626) helps students assess their academic strengths and weaknesses; hone their academic skills through teaching effective test preparation, critical reading and thinking, information processing, concentration, and related techniques; work on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encourage campus and community involvement.

- **Career Development Center** ([http://cdc.richmond.edu/](http://cdc.richmond.edu/) or 289-8141) can assist you in exploring your interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate and professional school options, and landing your first job. We encourage you to schedule an appointment with a career advisor during your first year.

- **Counseling and Psychological Services** (289-8119) assists students in meeting academic, personal, or emotional challenges. Services include assessment, short-term counseling and psychotherapy, crisis intervention and related services.

- **Speech Center** ([http://speech.richmond.edu](http://speech.richmond.edu) or 289-8814): 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** 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: [http://writing.richmond.edu](http://writing.richmond.edu)
DISCUSSION POINTS GROUPS:

<table>
<thead>
<tr>
<th>Team A (due 6pm Sunday)</th>
<th>Team B (due 6pm Tuesday)</th>
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<tbody>
<tr>
<td>Omari Bailey</td>
<td>Carly Cameron</td>
</tr>
<tr>
<td>Abby Oliver</td>
<td>Courtney Lund</td>
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<tr>
<td>Ashka Matuszczyk</td>
<td>Abby Oliver</td>
</tr>
<tr>
<td>Nicole Rahl</td>
<td>Megan Reilly</td>
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<tr>
<td>Tori Roebuck</td>
<td>Kristy Schmitt</td>
</tr>
<tr>
<td>Crystal Thornhill</td>
<td>Melanie Watkins</td>
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<tr>
<td>Katie Wilcox</td>
<td>Lexi Kuska</td>
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<tr>
<td>Robert Drewry</td>
<td>Conor Flanagan</td>
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<td>Stephanie Belk</td>
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CAMPUS SPEAKERS:

"Honor Killings, Veiled Women, and Miss USA: The Road Ahead for Arab Feminism"
Susan Muaddi-Darraj
Thursday, September 23, 2010
Westhampton Center Living Room, 7 p.m.

"Land, Memory, & Desire: A Southern Queer Love Story"
Paulina Hernandez
Monday, November 8, 2010
Brown-Alley Room, Weinstein Hall, 7 p.m.

Cleve Jones
Wednesday, October 20, 2010
Jepson Alumni Center, 8 p.m.

"A view from Haiti: Health care as a human right"
David Walton
Thursday, November 4, 2010
Jepson Alumni Center, 7 p.m.
## Course Reading Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td></td>
<td><strong>Week 8/23</strong></td>
<td><strong>Introductions</strong></td>
</tr>
<tr>
<td>1</td>
<td>8/25</td>
<td>Why care about diversity and leadership?</td>
</tr>
<tr>
<td></td>
<td><strong>Week 8/30</strong></td>
<td><strong>Stigma, prejudice, discrimination &amp; stereotyping</strong></td>
</tr>
<tr>
<td>2</td>
<td>9/1</td>
<td>Social science: How and why</td>
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<td></td>
<td><strong>Week 9/6</strong></td>
<td><strong>System Justification</strong></td>
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<tr>
<td>3</td>
<td>9/8</td>
<td>System justification and leadership: Hurricane Katrina</td>
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<tr>
<td></td>
<td><strong>Week 9/13</strong></td>
<td><strong>Social categorization and stereotypes</strong></td>
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<tr>
<td>4</td>
<td>9/15</td>
<td>Shifting standards</td>
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<td></td>
<td><strong>Week 9/20</strong></td>
<td><strong>The evolution of morality</strong></td>
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<td></td>
<td><strong>Guest speaker: Frans de Waal</strong></td>
<td><strong>Class meets in the Jepson Alumni Center</strong></td>
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<tr>
<td>5</td>
<td>9/22</td>
<td>Perceiving leaders: The role of race</td>
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<td></td>
<td><strong>Week 9/27</strong></td>
<td><strong>Sexual Stigma and leadership</strong></td>
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<tr>
<td></td>
<td><strong>DISCUSSION LEADERS:</strong></td>
<td>deWaal, 2006</td>
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<tr>
<td>6</td>
<td>9/29</td>
<td>Sexism</td>
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<td></td>
<td><strong>Week 10/4</strong></td>
<td><strong>Perceiving leaders: The role of gender</strong></td>
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<td></td>
<td><strong>DISCUSSION LEADERS:</strong></td>
<td>Glick &amp; Fiske, 2001; Lau, Kay, &amp; Spencer, 2008 Exam Questions due</td>
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<tr>
<td>7</td>
<td>10/6</td>
<td>Exam 1</td>
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<tr>
<td></td>
<td><strong>Week 10/11</strong></td>
<td><strong>FALL BREAK!</strong></td>
</tr>
<tr>
<td>8</td>
<td>10/13</td>
<td>Attributions to discrimination</td>
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<td></td>
<td><strong>Week 10/18</strong></td>
<td><strong>Group self-hatred and outgroup favoritism</strong></td>
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<td></td>
<td><strong>DISCUSSION LEADERS:</strong></td>
<td>Major &amp; Sawyer, 2009; Hoyt, Aguilar, Kaiser, Blascovich, Lee 2007</td>
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<tr>
<td>9</td>
<td>10/20</td>
<td>Stigma and self-fulfilling prophecies</td>
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<td><strong>Week 10/25</strong></td>
<td><strong>Stereotype threat and reactance</strong></td>
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<td><strong>DISCUSSION LEADERS:</strong></td>
<td>Davies, Spencer, &amp; Steele, 2005; Kray, Thompson, &amp; Galinsky, 2001</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>10</td>
<td>10/27</td>
<td>No class- Work on research proposal</td>
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<tr>
<td>11</td>
<td>11/1</td>
<td>Identity threat</td>
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<tr>
<td><strong>Week</strong> 11/8</td>
<td>Visitor: Paulina Hernandez</td>
<td>** Hernandez talk tonight at 7pm</td>
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<tr>
<td>12</td>
<td>11/10</td>
<td>Overview of reducing prejudice and discrimination</td>
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<tr>
<td></td>
<td></td>
<td>DISCUSSION LEADERS:</td>
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<tr>
<td>13</td>
<td>11/15</td>
<td>The target’s perspective: Confrontation</td>
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<tr>
<td>13</td>
<td>11/17</td>
<td>Target’s perspective: Compensation and role models</td>
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<tr>
<td><strong>Week</strong> 11/22</td>
<td></td>
<td>A more diverse study of leadership</td>
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<tr>
<td>14</td>
<td>11/24</td>
<td>THANKSGIVING BREAK!</td>
</tr>
<tr>
<td><strong>Week</strong> 11/29</td>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td>15</td>
<td>12/1</td>
<td>Presentations</td>
</tr>
</tbody>
</table>

**Friday, December 3:** Exam questions due; Individual research proposals due

**Tuesday, December 14:** Final exam, 9am-12pm, in this classroom
Readings

Why care about diversity and leadership?

Introducing the concepts: Stigma, Prejudice, Discrimination, Stereotyping

Social science: How and why?

System Justification
“System-justification is the psychological process by which existing social arrangements are legitimized, even at the expense of personal and group interest.” (Jost & Banaji, 1994)

System Justification and Leadership: The case study of Hurricane Katrina
“The rationalizing and justifying function of a stereotype exceeds its function as a reflector of group attributes.” (Gordon Allport)
OPTIONAL

PERCEIVER PERSPECTIVE

Social Categorization and Stereotypes

**Shifting standards**

OPTIONAL:

**The evolution of morality**

**Perceiving leaders: The role of race**

**Sexual Stigma and leadership**

OPTIONAL:
King, E. B., & Cortina, J. M. (2010). The social and economic imperative of LGBT supportive organizations. *Industrial Organizational Psychology: Perspectives of Science and Practice*.

**Sexism**
“The ideological rationalization that men and women hold complementary but equal positions in society appears to be a fairly recent invention. In earlier times—and in more conservative company today—it was not felt necessary to provide the ideology with an equalitarian veneer.” (Bem & Bem, 1970)

**Perceiving leaders: The role of gender**


OPTIONAL:


**THE STIGMATIZED**

*Attributions to discrimination*


*Group “Self-Hatred,” Outgroup Favoritism, and the Costs of System Justification*

“The most potent weapon in the hand of the oppressor is the mind of the oppressed.” (Steven Biko)


OPTIONAL:


*Stigma and self-fulfilling prophecies*


*Stereotype threat and reactance*


*Identity Threat*

Coping with Stigma and Reducing Stereotypes and Prejudice

“All change in habits of life and of thought is irksome.” (Thorstein Veblen)

“The study of the conditions for change begins appropriately with an analysis of the conditions for ‘no change,’ that is for the state of equilibrium.” (Kurt Lewin, 1947)

Policies perspective
OPTIONAL:

Overview of reducing prejudice and discrimination
OPTIONAL:

The target’s perspective: Confrontation

The target’s perspective: Compensation and role models

A more diverse study of leadership: The case of gender
OPTIONAL: