SOCIAL PSYCHOLOGICAL PERSPECTIVES ON DIVERSITY AND LEADERSHIP  
LEADERSHIP 390-01/ PSYCHOLOGY 359  
FALL 2011

INSTRUCTOR: Dr. Crystal Hoyt  
OFFICE HOURS: BY APPOINTMENT
EMAIL: choyt@richmond.edu  
OFFICE LOCATION: Jepson 132
PHONE: 804-287-6825

COURSE TIMES AND LOCATION:  
Tuesday, Thursday 10:30am-11:45am, Jepson 101

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

READINGS: 
Two books 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 with an emphasis on leadership. 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, DISCUSSION POINTS, UR EVENTS: 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. Finally, you will be asked to attend and comment on University of Richmond events that occur outside of class time.

2. DISCUSSION LEADERS: Many of the class meetings will consist of discussions of the assigned readings led by 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 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? 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.
• Whatever seems important, interesting to you. The point of these questions or comments is to get people thinking about the topic in more depth.

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3. **WRITTEN ASSIGNMENTS:** You will be required to write two papers this semester. The first paper is due Oct 6th. The second paper is due on the last day of class. Details for each assignment will be provided in the course.

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:

**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>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
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<tr>
<td>80-89%</td>
<td>B</td>
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<td>70-79%</td>
<td>C</td>
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<tr>
<td>60-69%</td>
<td>D</td>
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<tr>
<td>&lt;60%</td>
<td>F</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:
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 (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/ or 289-8547) 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 or 289-6409): 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.

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

Boatwright Library Research Librarians assist students with identifying and locating the best resources for class assignments, research papers and other course projects. Librarians also assist students with questions about citing sources correctly. Students can schedule a personal research appointment, meet with librarians at the library’s main service desk, email, text or IM. Link to http://library.richmond.edu/help/ask.html or call 289-8669.
## Course Reading Schedule

<table>
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<tr>
<th>Date</th>
<th>Reading Material</th>
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<tbody>
<tr>
<td>Aug 23</td>
<td>Introductions and all that jazz</td>
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<tr>
<td>Sept 1</td>
<td><strong>Introducing the concepts: Stigma, Prejudice, Discrimination, Stereotyping</strong>&lt;br&gt;Same as above.</td>
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Sept 15

**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)


Sept 20

Library research with Ms. Lucretia McCulley; Boatwright Computer Classroom

Sept 20

Talk: The End to Slavery

Kevin Bales

7 p.m. in the Brown-Alley Room, Weinstein Hall

Sept 22

**Perceiving leaders: The role of gender**


OPTIONAL:


Sept. 22

Talk: Changing the Game, Reflections on Life On and Off the Court

C. Vivian Stringer

7:30pm; Modlin Center for the Arts

Sept 27

**Classroom visitor: Major General Farrisee**

Sept 29

**Perceiving leaders: The role of race**


Oct 4

**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*.

Oct 6 **Shifting standards**

OPTIONAL:

Oct 11 **FALL BREAK**

**The Stigmatized**

Oct 13 **Stigma and self-fulfilling prophecies**


OPTIONAL:

Oct 18 Midterm Exam

Oct 20 **Stereotype threat and reactance**


Oct 24 Talk: Women’s right to live: Women confronting violence in Guatemala
Sandra Moran
7:00pm; International Center Commons

Oct 25 Study Day

Oct 27 **Identity Threat**
Internalization, 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:


Attributions to discrimination


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

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<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
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<tbody>
<tr>
<td>Nov 24</td>
<td><strong>THANKSGIVING BREAK</strong></td>
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<tr>
<td>Nov 29</td>
<td>Class Presentations</td>
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</tr>
<tr>
<td>Dec 1</td>
<td>Class Presentations</td>
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</tbody>
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**Friday, December 9: Final exam, 2pm-5pm, in this classroom**