LEADERSHIP IN A DIVERSE SOCIETY
LEADERSHIP 386/ PSYCHOLOGY 359
FALL 2012

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

COURSE TIMES AND LOCATION: Wednesday, Friday 10:30am-11:45am, Jepson 101

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

READINGS:
Three 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.


DESCRIPTION AND GOALS OF THE COURSE:
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, primarily 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. WRITTEN ASSIGNMENTS: You will be required to write three papers this semester. The first paper is due Sept. 28th. The second paper is due on Nov. 7 and the final paper is due on the last day of class. Details for each assignment will be provided in the course.

2. 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.
3. **Class Participation and 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. Finally, you will be asked to attend and comment on University of Richmond events that occur outside of class time. Please note the four events highlighted on the syllabus. You are required to attend three of these four talks and after attending each event, you are asked to write up a brief response to the event and submit online in the BlackBoard Journal within one week of the event. If you will be unable to attend three of the events, you will need to identify this ahead of time and you are required to find and read a piece of research written by the event speaker that is related to the topic of the talk. You are asked to submit online a brief response to the paper in lieu of your response to the talk. Of course, you will need to reference the research you are writing about.

**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>Percentages for final grades:</th>
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<tbody>
<tr>
<td>A  =  90-100%</td>
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<tr>
<td>B  =  80-89%</td>
</tr>
<tr>
<td>C  =  70-79%</td>
</tr>
<tr>
<td>D  =  60-69%</td>
</tr>
<tr>
<td>F  =  &lt;60%</td>
</tr>
</tbody>
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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), 289-8626 or 289-8956): Supports students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information processing, concentration, and related techniques; working on specific subject areas (e.g. calculus, chemistry, accounting, etc.); and encouraging campus and community involvement.

**Career Services** ([http://careerservices.richmond.edu/](http://careerservices.richmond.edu/) or 289-8547): Assists students in exploring their interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate and professional school options, and landing a first job. We encourage students to schedule an appointment with a career advisor during their first year.

**Counseling and Psychological Services** ([http://caps.richmond.edu](http://caps.richmond.edu) or 289-8119): Assists students in meeting academic, personal, or emotional challenges. Services include assessment, short-term counseling and psychotherapy, crisis intervention, psychiatric consultation, and related services.

**Speech Center** ([http://speech.richmond.edu](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** ([http://writing.richmond.edu](http://writing.richmond.edu) or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained peer writing consultants who offer friendly critiques of written work.

**Boatwright Library Research Librarians** ([http://library.richmond.edu/help/ask.html](http://library.richmond.edu/help/ask.html) or 289-8669): 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.
Aug 29  Introductions and all that jazz

Aug 31 **Diversity, leadership, and the politics of difference**

Sep 5 **Identity and Oppression**

Sep 7 Library research with Ms. Lucretia McCulley; Location Jepson G-28

Sep 10 **TALK: Project Brainwash: Why reality TV is bad for Women**
Jennifer Pozner
*Monday, September 10, 2012 • 7 p.m. • Alice Haynes Room, Tyler Haynes Commons*

Sep 12 **Introducing the concepts: Stigma, Prejudice, Discrimination, Stereotyping**

Sep 14 **Social science: How and why?**

Sep 19 **Legitimizing the status quo: 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)
“The rationalizing and justifying function of a stereotype exceeds its function as a reflector of group attributes.” (Gordon Allport)
Sep 19  **TALK:**  
Joe Klein: *TIME Magazine* columnist Joe Klein offers a provocative look at the world's leaders.  
**Wednesday, September 19, 2012 • 7 p.m. • Jepson Alumni Center**

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**Sept 21 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)


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**Sept 26 Justifying discrimination and shifting standards**


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**Sept 28 Stigma and self-fulfilling prophecies**


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**Oct 3 Whistling Vivaldi: Understanding identity threat**


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**Oct 5Attributions to discrimination**


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**Oct 10 MIDTERM EXAM**

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**Oct 12 Social Categorization, Stereotypes, and Leadership**


Oct 17 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)

Oct 18 TALK: Hip-hop and racial storytelling in the age of Obama
Tricia Rose
Thursday, October 18, 2012 • 6 p.m. • Brown-Alley Room, Weinstein Hall

Oct 19 Gender and leadership

Oct 24 Oppression and Opportunity

Oct 26 No Class: Group meetings

Oct 31 Race in America

Nov 2 Perceiving leaders: The role of race
• Rosette, A. S., & Livingston, R. W. (2012). Failure is not an option for Black women: Effects of
organizational performance on leaders with single versus dual subordinate identities. *Journal of Experimental Social Psychology.*

**Nov 7**  
**Sexual Stigma and leadership**  

**Nov 7**  
**TALK: The Missing Martyrs: Why There are So Few Muslim Terrorists**  
Charles Kurzman  
**Wednesday, November 7, 2012 • 5 p.m. • Brown-Alley Room, Weinstein Hall**

**Nov 9**  
**Race, class, science, and ethics**  

**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)

**Nov 14**  
**Mindfulness and toward a new vision of race, class, and gender**  

**Nov 16**  
**Overview of reducing prejudice and discrimination**  

**Nov 21&23**  
**Thanksgiving Break**

**Nov 28**  
**Policies perspective: A psychological perspective on affirmative action**  

**Nov 30**  
**Class Presentations**  
- Group 1: Education in America  
- Group 2: Poverty and Work in America

**Dec 5**  
**Class Presentations**  
- Group 3: Healthcare in America  
- Group 4: America: An immigrant nation

**Dec 7**  
**Wrap-Up**

**FINAL EXAM: Tuesday December 11, 2-5pm.**