LEADERSHIP IN A DIVERSE SOCIETY
LEADERSHIP 386/ PSYCHOLOGY 359
FALL 2013

INSTRUCTOR: Dr. Crystal Hoyt
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PHONE: 804-287-6825

OFFICE HOURS: MONDAY 2-4PM
OFFICE LOCATION: Jepson 132

COURSE TIMES AND LOCATION: Monday, Wednesday 10:30am-11:45am, Jepson 107

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.


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. We will examine the phenomena and processes associated with one’s beliefs about members of social groups (stereotypes), attitudes and evaluative responses toward group members (prejudice), and behaviors toward members of a social group based on their group membership (discrimination). On the flip side, we will examine how stereotypes, prejudice, and discrimination shape the experiences of members of low-status or minority groups. We will focus primarily on large societal groups that differ on cultural dimensions of identity such as gender, sexuality, and race and ethnicity. We will also address approaches to ameliorating these problems and we will apply the theoretical and empirical work to current events and relevant policy issues.

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

1. WRITTEN ASSIGNMENTS (15%, 25%): You will be required to write two papers this semester. The first paper is due Oct 4th and the final paper is due on December 6th. Details for each assignment will be provided in the course.

2. EXAMINATIONS (20%, 30%): 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 (10%)**: 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.

**Discussion Questions.** You are expected to generate at least one substantive discussion question for each class; you must type up the question(s) and bring them with you to each class. I will collect all questions in class. The questions should pertain to conceptual, rather than factual, issues from the readings. Good questions are those that make connections between readings, attempt to integrate or reconcile the readings into current events, and/or provide a jumping off point for spirited debate and/or discussion.

**UR Events.** You are required to attend and comment on University of Richmond events that occur outside of class time. You are required to attend three events 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.

First, you must attend one of the two events related to the Laramie Project:
- “The Laramie Project” Documentary Screening (One Book) Sept. 12, 7:30 p.m., Jenkins Greek Theater
- “The Legacy of Matthew Shepard: An End to Hate” with Judy Shepard (One Book) Oct. 1, 6 p.m., Alice Haynes Room in Tyler Haynes Commons.

Next, you must attend the Women, leadership, and Leaning in panel discussion on Oct 24. Finally, please choose one final event from the list of events at the end of the syllabus.

**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.

**Honor Code**: 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.”

**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.

**Awarding of Credit**: To be successful in this course, you should expect to devote an average of 10-14 hours each week to preparing for class, participating in class sessions, studying course related materials, and completing course assignments.

**Religious Observance**: You should notify me within the first two weeks of classes if you will need accommodations for religious observance.

**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.
# Class Schedule and Reading Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignments</th>
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<tbody>
<tr>
<td>Aug 26</td>
<td>Introductions and all that jazz</td>
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<tr>
<td>Sept 9</td>
<td><strong>Social science: How and why?</strong></td>
<td>...continued</td>
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- Chetty, Hendren, Kilne, & Saez (2013). The equality of opportunity project. |
| Sep 12  | **Documentary screening: The Laramie Project**                        | Thursday, September 12, 2013 • 7:30 p.m. • Jenkins Greek Theatre                  |
| Sept 16 | **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)  
Sept 18  **Justifying discrimination and shifting standards**

Sept 23  **Self-fulfilling prophecies**

Sept 25  **Library research with Ms. Lucretia McCulley:**
- Location Boatwright Computer Classroom Basement Level 2

Sept 30  **No class- work on papers**

Oct 1  **TALK: The Legacy of Matthew Shepard: An End to Hate**
Judy Shepard
*Tuesday, October 1, 2013 • 6 p.m. • Alice Haynes Room*

Oct 2  **Whistling Vivaldi: Understanding identity threat**

Oct 7  **Social Categorization, Stereotypes, and Leadership**

Oct 9  **MIDTERM EXAM**

Oct 16  **Race in America**
Oct 21  **The Prison Industrial Complex**  

Oct 23  **Guest professor: Tom Pettigrew**  

Oct 24  **PANEL DISCUSSION; 6pm-7pm; Queally Hall Auditorium**  
Women, leadership, and leaning in.

Oct 28  **Perceiving leaders: The role of race**  

Oct 30  **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.*”  

Nov 4  **Gender and leadership**  

Nov 6  **Sexual Stigma and leadership**  
Nov 11  **The Laramie Project; Guest Professor: Dr. Kerstin Soderlund**

**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 13 **Overview of reducing prejudice and discrimination**

Nov 18 **Negotiating Interracial Interactions**

Nov 20 **Colorblindness and toward a new vision of race, class, and gender**

Nov 25  **Class Presentations**
- Group 1: Biases in Education
- Group 2: Poverty and Work in America

Dec 2  **Class Presentations**
- Group 3: Social Disparities in Health
- Group 4: Race and the Criminal Justice System

Dec 4  **Wrap-Up**

**FINAL EXAM:** Monday December 9, 9am-12noon.
“RVA Street Arts Festival: Murals, Transportation, and Community”
Sept. 9, 12:30-1:25 p.m., Tyler Haynes Commons room 305
This program, featuring artist Ed Trask and Jon Baliles of Richmond City Council, is part of the Bonner Center for Civic Engagement Brown Bag Series.

“The Laramie Project” Documentary Screening (One Book) Sept. 12, 7:30 p.m., Jenkins Greek Theater
Screening of the film adapted from Tectonic’s play followed by a panel discussion in the North Court Reception Room. Co-sponsored by One Book, One Richmond and The Roosevelt Institute.

“Effects of Rapid Re-Housing Model on Homelessness”
Sept. 13, 12:30-1:45, Tyler Haynes Commons room 305
This program, featuring a panel of community experts, is part of the Bonner Center for Civic Engagement Brown Bag Series.

“Partnering with Communities for Sustainable Economic Justice: An East African Case Study”
Sept. 18, 7 p.m., Brown-Alley Room
Environmental justice advocate Ikal Angelei will discuss her work with local communities to help preserve the environmental integrity of Lake Turkana, a World Heritage site in East Africa whose fertile ecosystem provides a lifeline to hundreds of thousands of indigenous people.

Jepson Leadership Forum: THE MUSIC HISTORIAN ~ Peter Guralnick Sept. 24, 7 p.m., Jepson Alumni Center
MOVING TO A DIFFERENT BEAT: HOW A RECORD EXECUTIVE CHANGED MUSIC, SHAPED CULTURE, AND GAVE BIRTH TO ROCK ‘N’ ROLL.

“What Money Can’t Buy: The Moral Limits of Markets” with Michael Sandel Sept. 25, 7 p.m., Alice Jepson Theater Sandel is the featured speaker for the 2013 Weinstein-Rosenthal Forum on Faith, Economics and Global Society. Sandel will ask, is everything for sale? and investigate the intersection of ethics and economics to consider how markets impact the public good.

“Implications of the Supreme Court’s DOMA Decision”
Sept. 27, 12:30-1:45, Tyler Haynes Commons room 305
This program, featuring Professor John Pagan (Law School) and Marc Purintun of Hunton & Williams LLP, is part of the Bonner Center for Civic Engagement Brown Bag Series.

“The Legacy of Matthew Shepard: An End to Hate” with Judy Shepard (One Book) Oct. 1, 6 p.m., Alice Haynes Room in Tyler Haynes Commons
Matthew Shepard’s mother Judy will talk about the work of the Matthew Shepard Foundation. A reception and book signing will follow.

Wed. Oct 2, Jepson 118 or 120, 7 p.m.

Sam Daley-Harris of the Center for Citizen Empowerment and Transformation and author of "Reclaiming Our Democracy: Healing the Break Between People and Government will give a talk on civic engagement and the nuts-and-bolts of the advocacy process, drawing on three decades of work on global hunger and more recently climate change issues.

“Out in the Media: LGBTQ Identity and News Coverage” (One Book) Oct. 4, 12:30-1:25 p.m., Tyler Haynes Commons room 305
This program is part of the Bonner Center for Civic Engagement Brown Bag Series.

“Election Recap”
Oct. 8, 12:30-1:25 p.m., Tyler Haynes Commons room 305 This program is part of the Bonner Center for Civic Engagement Brown Bag Series.

“Race, Economic Justice, and Public Housing Policy”
Oct. 15, 12:30-1:25 p.m., Tyler Haynes Commons room 305 This program, featuring Edward Goetz of the Center for Urban and Regional Affairs and professor of the Humphrey School of Public Affairs, is part of the Bonner Center for Civic Engagement Brown Bag Series.

“The Politics of Immigration”
Oct. 18, 12:30-1:25 p.m., Tyler Haynes Commons room 305 This program is part of the Bonner Center for Civic Engagement Brown Bag Series.

Jepson Leadership Forum: THE CULTURAL CRITIC ~ Giles Gunn Oct. 23, 7 p.m., Jepson Alumni Center
BRIDGING THE GAP: CULTURAL DIFFERENCES IN A GLOBALIZED WORLD

“Redistribution, Disenfranchisement, and Voting Rights”
Oct. 25, 12:30-1:25 p.m., Tyler Haynes Commons room 305 This program is part of the Bonner Center for Civic Engagement Brown Bag Series.

“Gender, Race, and Money” with Kimberly Dark Oct. 29, 7 p.m., Alice Haynes Room Award-winning storyteller and sociologist Kimberly Dark will discuss the history and current condition of income and wealth distribution in America. Dark will address how “the 1%” came into existence. This interactive presentation is applicable to anyone who uses money, and participants will leave with the tools necessary to work toward a more just economy.

Election Night Viewing Party
Nov. 5, 6-10 p.m., Tyler Haynes Commons room 305 Watch coverage of general election for VA Governor, VA Lieutenant Governor, VA Attorney General, VA House of Delegates and local Constitutional Officers (except circuit court clerk)

Jepson Leadership Forum: THE TV CRITIC ~ Emily Nussbaum Nov. 6, 7 p.m., Jepson Alumni Center FROM “I LOVE LUCY” TO “BREAKING BAD”: HOW AMBITIOUS MODERN TELEVISION REBELLED AGAINST FORMULA BY EXPLODING IT

“What’s for Lunch?”
Nov. 22, 12:30-1:25 p.m., Tyler Haynes Commons room 305 This program, featuring Susan Robinson, Director of School Nutrition Services for Richmond Public Schools, is part of the Bonner Center for Civic Engagement Brown Bag Series.
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.
http://registrar.richmond.edu/services/policies/academic-credit.html

Disability Accommodations

Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.
http://studentdevelopment.richmond.edu/disability-services/policies.html

Honor System

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http://studentdevelopment.richmond.edu/honor/

Religious Observance

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http://registrar.richmond.edu/planning/religiousobs.html