LEADERSHIP IN A DIVERSE SOCIETY
LEADERSHIP 386/ PSYCHOLOGY 359
FALL 2014

INSTRUCTOR: Dr. Crystal Hoyt    OFFICE HOURS: WED. 3-5PM
EMAIL: choyt@richmond.edu    OFFICE LOCATION: Jepson 132
PHONE: 804-287-6825

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


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 & ethnicity. We will also address approaches to ameliorating these problems and 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 Sept 26th and the final paper is due on November 25th. 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. DISCUSSION LEADERS, PRESENTATIONS, AND CLASS PARTICIPATION (10%): A number 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. You will complete the reading in time to meet
with your partner(s) a few days before your assigned class. Once you and your partner(s) have met and discussed your plans, you will then (no later than two days before your assigned class) send me an email with a concise description of your plans. The discussion leaders will provide introductory remarks, present a series of questions to begin and sustain class discussion, and manage the discussion. The discussion leaders should identify the most important issues and questions in the readings, highlight examples of situations in which these issues arise, present the authors’ arguments about these issues, and identify 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, at the end of the course, each student will have an opportunity to deliver an oral presentation to the class.

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. A student who receives an “A” for class participation comes to every class with questions about the readings in mind. An “A” student engages others with ideas, respects the opinions of others, and consistently elevates the level of discussion.

**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

Aug 25  **Introductions and all that jazz**

Aug 27  **The psychology of diversity**
- Psych of Diversity Chpt 1

Sep 1  **Central concepts**
- Psych of Diversity Chpt 2

Sept 3  **Diversity science**

Sept 8  **Historical perspectives**
- Psych of Diversity Chpt 3

Sept 10  **Diversity in America**
- Benson, C. (2009). Emmett Till’s killers thought no one was watching...they were wrong. *The Crisis*, pp. 7-9.

Sept 15  **Individual differences**
- Psych of Diversity Chpt 4

Sept 17  **Individual differences: Ambivalent sexism**

Sept 22  **Social cognition and diversity**
- Psych of Diversity Chpt 5

Sept 24  **Justifying discrimination and shifting standards**
Sept 29  **Social Categorization, Stereotypes, and Leadership**

Oct 1  **Motivation and diversity**
- Psych of Diversity Chpt 6

Oct 6  **Legitimizing the status quo: System Justification**

Oct 8  **MIDTERM EXAM**

Oct 13  **FALL BREAK!**

Oct 15  **Bias in the brain**
- Psych of Diversity Chpt 7

Oct 20  **Coping with stigma**
- Psych of Diversity Chpt 8

Oct 22  **Whistling Vivaldi: Understanding identity threat**

Oct 27  **Intergroup interactions**
- Psych of Diversity Chpt 9

Oct 29  **Negotiating Interracial Interactions**

Nov 3  No class!

Nov 5  **Cultural diversity**
• Psych of Diversity Chpt 10

Nov 10  **Colorblindness and toward a new vision of race, class, and gender**

Nov 12  **Power and privilege**
• Psych of Diversity Chpt 11

Nov 17  **Gender, race and leadership**

Nov 19  **Diversity and institutions**
• Psych of Diversity Chpt 12

Nov 24  **The Prison industrial complex**

Nov 26  Happy Thanksgiving!
Dec 1  Class presentations
Dec 3  Presentations and Wrap-Up

**FINAL EXAM:** Monday December 8, 9am-12noon.