LEADERSHIP IN A DIVERSE SOCIETY
LEADERSHIP 386/PSYCHOLOGY 359
FALL 2015

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

OFFICE HOURS: WED. 3-5PM
OFFICE LOCATION: Jepson 132

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

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

 THIS SYLLABUS IS INTENDED TO GIVE STUDENTS GUIDANCE IN WHAT MAY BE COVERED DURING THE SEMESTER AND WILL BE FOLLOWED AS CLOSELY AS POSSIBLE. HOWEVER, I RESERVE THE RIGHT TO MODIFY, SUPPLEMENT, AND MAKE CHANGES AS COURSE NEEDS ARISE.

READINGS:
One book and a number of research articles (found on BlackBoard) 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. The assigned book is:


DESCRIPTION AND GOALS OF THE COURSE:
The goal of this course is to understand how diversity affects social relations. To this end, we will examine diversity primarily through the lens of social psychology. Our focus will be on exploring inequalities associated with difference and will focus primarily on large societal groups that differ on cultural dimensions of identity such as gender, sexuality, and race & ethnicity. Traditional approaches to understanding diversity often located the root of inequality in overt negative attitudes. However, contemporary research into prejudice reveals that it is now expressed in much more nuanced and subtle ways and it persists because it remains largely unrecognized. Our explorations will be based in theory and empirical evidence and we will apply this theoretical and empirical work to current events and relevant policy issues.

After establishing a context for studying diversity we will explore underlying values and ideologies associated with diversity. Then we will turn to examining cognitive processes associated with diversity, followed by an exploration of interaction dynamics. We then turn to exploring how bias matters in employment, criminal justice and leadership contexts. Finally, we address approaches to confronting and reducing stereotypes and prejudice.

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 23rd and the second paper is due on November 23rd. 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. 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/ 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 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 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 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 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 24  **Introductions and all that jazz**

**PART 1:**
**ESTABLISHING A CONTEXT FOR STUDYING DIVERSITY**

Aug 26  **‘Happy talk’ and Not your grandparents’ bias**
Banaji & Greenwald (2013). *Blind Spot: Hidden Biases of Good People* (preface; Chpt 1&2)
Nicholas Kristof, “Is Everyone a Little Bit Racist?” NY Times, 8/27/2014

Aug 31  **Social science: How and why?**

**PART 2:**
**UNDERLYING U.S. VALUES/IDEOLOGIES ASSOCIATED WITH DIVERSITY**

Sept 2  **Egalitarianism**

Sept 7  **Colorblindness**

Sept 9  **Legitimizing the status quo**

**PART 3:**
**COGNITIVE PROCESSES ASSOCIATED WITH DIVERSITY**

Sept 14  **Ingroup favoritism and Discrimination**

Sept 16  **Guest speaker: Ms. Lucretia McCulley, Head of Scholarly Communications, Boatwright Library**
Boatwright Computer Classroom.
Sept 21 **Justifying Gender Inequality**

Sept 23 **Shifting standards**

Sept 28 **The ethics of racial profiling**
*Guest speaker: Dr. Javier Hidalgo, Asst. Professor of Leadership Studies*
Applbaum, Arthur Isak. "Bayesian Inference and Contractualist Justification on Interstate 95"

Sept 30 **Looking prison, and death, -worthy**

Oct 5 **Midterm Exam**

**PART 3:**
**COGNITIVE PROCESSES ASSOCIATED WITH DIVERSITY: The target’s perspective**

Oct 7 **Internalization**

Oct 12 **FALL BREAK!**

Oct 14 **Whistling Vivaldi: Understanding identity threat**

**PART 4:**
**DIVERSITY AND INTERACTION DYNAMICS**

Oct 19 **Self-fulfilling prophecies**
**Oct 21**  
**Intergroup Interactions**  

**Oct 26**  
**Guest speaker: Dr. Glyn Hughes, Director of Common Ground**  
McIntosh, P. (1988). White privilege and male privilege: A personal account of coming to see correspondences through work in Women’s Studies. In M.L. Andersen, & P. Hill Collins (Eds.), Race, Class, and Gender: An Anthology (pp. 94-105). Belmont, CA: Wadsworth Publishing Company.

**Part 5: HOW BIAS MATTERS: EMPLOYMENT, CRIMINAL INJUSTICE & LEADERSHIP**

**Oct 28**  
**Guest speaker: Professor Mary Kelly Tate, Associate Clinical Professor of Law**  

**Nov 2**  
**Employment discrimination**  

**Nov 4**  
**Social Categorization, Stereotypes, and Leadership**  

**Nov 9**  
**Guest speaker: Ms. Bonnie Marcus**  
The Politics of Promotion

**Nov 11**  
**Gender and leadership**  

**Nov 16**  
**Perceiving leaders: The role of race**  
PART 6:
CONFRONTING STEREOTYPES AND PREJUDICE

Nov 18 Responding to racism and sexism

Nov 23 Confronting prejudice and Reducing Stereotypes and Prejudice

Nov 25 Happy Thanksgiving!

Nov 30 Class presentations

Dec 2 Presentations and Wrap-Up

FINAL EXAM: Thursday December 10, 9am-12noon.