I do not pretend to understand the moral universe. The arc is a long one. My eye reaches but little ways. I cannot calculate the curve and complete the figure by experience of sight. I can divine it by conscience. And from what I see I am sure it bends toward justice. --Theodore Parker, abolitionist & Unitarian minister

LEADERSHIP IN A DIVERSE SOCIETY  
LEADERSHIP 386/ PSYCHOLOGY 359  
FALL 2017

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

OFFICE: Jepson 132
LOCATION: Jepson 107

Tuesday, Thursday 9am-10:15am, 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:
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.

Description and Goals of the Course:
The goal of this course, broadly, 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 and biases associated with difference; we 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 also often expressed in much more nuanced and subtle ways and it persists because it remains largely unrecognized. Our explorations will be based on 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 beliefs and motivations associated with diversity dynamics. Next, we will take the target’s perspective in understanding bias followed by an exploration of interaction dynamics. Finally, we turn to investigating how bias matters for policy issues including immigration, employment, education, health and criminal justice contexts.

Course Requirements
Your grade in the course will be determined by performance on the following course requirements:

1. Written Assignments (PAPERS: 15%, 25%; reaction papers: 10%): You will be required to write two papers this semester and submit reaction papers to the readings for 7 class sessions. Details for the two papers will be provided in the course.

Reaction papers: You will be assigned to either Group A or Group B and will submit a hard copy of a short reaction paper (1 page typed, single-spaced) at the start of class on the seven days identified on the class schedule. These reaction papers should attempt to analyze and integrate readings for the day. Do NOT
summarize the reading as part of your reaction paper. The idea is for you to provide analysis of the topics. If you must miss class on a day assignments are due, please email the assignment to me by the start of the regularly scheduled class time.

Some potential discussion points might be (in no particular order):
- Discuss connections across the readings. How does the research that you are reading relate to previous topics that we have discussed? How are the themes as represented in these readings similar or different to how they have been presented in other class readings?
- Discuss alternative explanations for the findings. Do the explanations provided by the researchers make sense to you? Are there other explanations that seem 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?
- 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 - for social interactions, for personal relationships, for public policy?
- What additional research questions does this work stimulate? What specific questions need further exploration?
- How would you test those hypotheses?

2. Examinations (15%, 25%): Your progress toward the goals of the course will also 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.

3. Discussion Leaders and Class Participation (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. Additionally, you will be required to attend events such as the poverty simulation and talks. 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.

When we turn to examining how bias matters for policy issues, you and a small group of other students will lead the class sessions as discussion leaders. You will provide introductory remarks, present a series of questions to begin and sustain class discussion, and manage the discussion. You 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. You are not to resolve these issues, but use them to encourage further discussion of these issues.

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, 289-8626 or 289-8956): Assists students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information conceptualization, 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): Can assist you in exploring your interests & abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.
Counseling and Psychological Services ([http://wellness.richmond.edu/offices/caps/](http://wellness.richmond.edu/offices/caps/) or 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include 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 writing consultants who offer friendly critiques of written work.

Boatwright Library Research Librarians ([http://library.richmond.edu/help/ask/](http://library.richmond.edu/help/ask/) or 289-8876): Research librarians assist students with identifying and locating resources for class assignments, research papers and other course projects. Librarians also provide research support for students and can respond to questions about evaluating and citing sources. Students can email, text or IM or schedule a personal research appointment to meet with a librarian in his/her office on the first floor Research and Collaborative Study area.

Jepson School of Leadership Studies

Common Syllabus Insert

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. [registrar.richmond.edu/services/policies/academic-credit.html](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. [disability.richmond.edu/](http://disability.richmond.edu/)

Honor System
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.” [studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html](http://studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html)

Religious Observance
Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance. [registrar.richmond.edu/planning/religiousobs.html](http://registrar.richmond.edu/planning/religiousobs.html)
### Class Schedule and Reading Assignments

**Aug 29**  **Introductions and all that jazz**

**Aug 31**  **‘Happy talk’: What do we mean by diversity and why does it matter?**

*Additional, not required, readings:*

**Sep 5**  **Social science: How and why?**

**Sep 7**  **Not your grandparents’ bias; Implicit prejudice and stereotyping (GROUP A)**
- 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
- Nicholas Kristof, “*Sexism Persists, Even Among the Enlightened,”* NY Times, 6/11/2014

*Additional, not required, readings*

**Sep 12**  **Guest speaker: Ms. Lucretia McCulley, Head of Scholarly Communications, Boatwright Library**
Boatwright Computer Classroom.

**Sep 14**  **Privilege**
**Guest speaker: Dr. Kristjen Lundberg, Asst. Professor of Psychology**
- McIntosh, P. (1988). White privilege & 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 Pub Company.
Additional, not required, readings

Sep 18  **Forum Speaker: Roland G. Fryer, Jr.: Using Economics to solve racial inequality**
**Time and location:** 4:30pm; Jepson Alumni Center

Sep 19  **Guest visitor: Dr. Vivian Pinn**

Sep 21  **Spotlight on racism and White supremacy (GROUP B)**

Additional, not required, readings


**PART 2:** UNDERLYING BELIEFS AND MOTIVATIONS

Sep 26  **Ideologies: Egalitarianism and Colorblindness (GROUP A)**

Additional, not required, readings

Sep 28  **The role of motivation and justification (GROUP B)**

Additional, not required, readings
ideological beliefs. Social and Personality Psychology Compass, 2, 171-186.

Oct 3 Intergroup relations and diversity (GROUP A)

Additional, not required, readings

Oct 5 Social cognitive perspectives on stereotyping and discrimination (GROUP B)

Additional, not required, readings

Oct 10 Bias in the context of leadership (GROUP A)

Additional, not required, readings
PART 3: THE TARGET’S PERSPECTIVE

Oct 19 Inequality and status (GROUP B)

*Additional, not required, readings*


Oct 19 Forum Speaker: Rukmini Callimachi: Talking to terrorists
*Time and location*: 7pm; Jepson Alumni Center

Oct 23 Poverty Simulation
Monday, October 23, 2017 from 5:00-7:00 p.m. in Tyler Haynes Commons, Alice Haynes Room

Oct 24 Whistling Vivaldi: Understanding identity threat (GROUP A)

*Additional, not required, readings*


Oct 26 Identity threat interventions (GROUP B)

*Additional, not required, readings*

Oct 31  **Institutional interventions (GROUP A)**


**Additional, not required, readings**

---

**PART 4: DIVERSITY AND INTERACTION DYNAMICS**

Nov 2  **Intergroup Interactions**- (GROUP B)


**Additional, not required, readings**

Nov 7  **Intergroup Contact (GROUP A)**


**Additional, not required, readings**

Nov 9  **Responding to racism and sexism (GROUP B)**


**Additional, not required, readings**


**PART 5:**

**HOW BIAS MATTERS FOR POLICY ISSUES**

**Nov 14**  
**Immigration in America**

**Nov 16**  
**Race and Criminal Justice System**

**Additional, not required, readings**


**Nov 16**  
**Forum Speaker: Dennis Whittle.:** Listening as leadership  
**Time and location:** 7pm; Jepson Alumni Center

**Nov 21**  
**Racial bias in educational contexts**

**Nov 23**  
**Happy Thanksgiving!**
Nov 28  Employment discrimination and sexuality
  • King, E. B., & Cortina, J. M. (2010). The social and economic imperative of LGBT supportive organizations. *Industrial Organizational Psychology: Perspectives of Science and Practice*.

Additional, not required, readings

Nov 30  Gender bias in education and employment

Additional, not required, readings

Dec 5  Social disparities in health

Additional, not required, readings

Dec 7  Course Wrap-Up

FINAL EXAM: Tuesday December 12, 2pm-5pm.