“Liberty and justice for all” were beautiful words, but the ugly fact was that liberty and justice were only for white males.” — Shirley Chisholm

**HOW TO BE OK (COURTESY DR. CHRIS JONES)**
In case you hadn’t noticed, there is a global pandemic. None of us is really OK. If you tell me you’re having trouble, I’m not going to judge you or think less of you. I hope you’ll extend me the same grace.

So, let’s lay out some ground rules:
- You never owe me personal information about your health (mental or physical), or anything else
- You are always welcome to talk to me about things you are going through, however
- If I can’t help you, I usually know somebody who can
- If you need extra help, or you need to miss class, or you need more time with something, just ask. I’ll work with you. Promise.

**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 identity, sexual orientation, and race & ethnicity. Traditional approaches to understanding diversity often locate 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 turn to a spotlight on several social identities followed by an exploration of interaction dynamics and interventions. 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: 20%, 20%; 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 short reaction paper (1 page typed, single-spaced) on BlackBoard before 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. I will drop your lowest reaction paper score.

   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?

   The grading for each reaction paper will range from 0-10 points along the following scale:
   - 10 pts = truly superlative (clean writing, rare gem of insight)
   - 9 pts = very good (clean writing and creative, novel analyses)
   - 8 pts = generally good (shows mastery of course material)
   - 7 points = acceptable (somewhat thin or contains errors)
   - 6 pts = marginally acceptable (very thin or major errors)
   - 1-5 pts = not acceptable (significant problems)
   - 0 pts = not turned in

2. **EXAMINATIONS (20%, 20%)**: 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. 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. More information about this will be given in the course.
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](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](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.

**Title IX Office**
The University is unwavering in its commitment to support survivors of sexual assault, to respond promptly to reports of any type of sexual misconduct, and to investigate and adjudicate reports in a manner that is fair and equitable to all parties involved. We understand that sexual violence can undermine a student’s academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need. Alleged violations can be reported to the Title IX Office at report.richmond.edu. Reports to law enforcement can be made to University of Richmond Police Department at 804-289-8911. The purpose of reporting to Title IX is to connect students to support resources and accommodations. Students can choose whether or not to file a formal complaint. Students can receive confidential support from: Center for Awareness, Response & Education (C.A.R.E.) Advocate – 804.801.6251 (call or text) / advocate@richmond.edu; Peer Sexual Misconduct Advisors (PSMA’s) – 804.346.7674 (call or text) / psma@richmond.edu.
Jepson School of Leadership Studies

Common Syllabus Insert

Expectations Regarding In-Person Attendance During the Pandemic

We are facing a challenging situation in which all of us are called on to make a good faith effort to be flexible and to make decisions in the best interest of the community, including staying home when sick. Students who are sick should not attend class, will not be required to provide formal documentation from a health care provider, and will not be penalized for absences.

However, students must:

• Notify instructors in advance of the absence if possible. Contact the Student Health Center if sick.
• Keep up with classwork and attend online class sessions if able to do so.
• Submit assignments digitally on time whenever possible.
• Work with instructors to try to reschedule any missed assignments.
• Stay in close communication with instructors.

This attendance policy puts everyone on their honor. It requires that faculty trust the word of their students when they say they are ill, and it requires that students report the reason for their absence truthfully. Falsely reporting a reason for an absence is an honor code violation.

Integrity with Class Recordings

Students shall not:

• Disclose, share, trade, or sell class recordings with/to any other person, organization, business, or institution;
• Post/store these recordings in a location accessible by anyone other than the student, including but not limited to social media accounts.

Students must also comply with any instructions or directions from their faculty regarding the use of such recordings. Students are required to destroy any recordings that were made when they are no longer needed for the student’s academic work. Failure to abide by this policy will be a violation of the Standards of Student Conduct; such issues will be sent to the appropriate University Conduct Officer.

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.

[Link to academic credit policy]

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.

[Link to disability information]

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.”

[Link to honor system information]

Religious Observance

Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.

[Link to religious observance information]
**Class Schedule and Reading Assignments**

Aug 25  **Introductions and all that jazz**

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

Aug 27  **‘Happy talk’: What do we mean by diversity and why does it matter?**

Sept 1  **Social science: How and why?**
- How to read a scientific paper: [https://www.elsevier.com/connect/infographic-how-to-read-a-scientific-paper](https://www.elsevier.com/connect/infographic-how-to-read-a-scientific-paper)

Sept 3  **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

Sept 8  **Privilege Guest Professor: Dr. Glyn Hughes (Group B)**
- 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.

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**PART 2:**
**UNDERLYING BELIEFS, COGNITIVE PROCESSES, AND MOTIVATIONS**

Sept 10  **Ideologies: Egalitarianism and Colorblindness (Group A)**

Sept 15  **The role of motivation and justification (Group B)**
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**Sept 17** Social cognitive perspectives on stereotyping and discrimination (Group A)

**Sept 22** Whistling Vivaldi: Understanding identity threat (Group B)

**Sept 24** Guest speaker: Ms. Lucretia McCulley, Head of Scholarly Communications, Boatwright Library

**PART 3: SPOTLIGHT ON IDENTITIES AND PROCESSES**

**Sept 29** Multicultural America: Who is, and is not, Seen as American and Who is Absent (Group A)

**Oct 1** Racism and White supremacy (Group B)

**Oct 6** Socioeconomic Inequality and Political Division Guest Professor: Dr. Kristjen Lundberg (Grp A)

**Oct 8** Gender bias and leadership (Group B)

**Oct 13** MIDTERM EXAM
Oct 15  Sexual Prejudice and Institutionalized Discrimination (Group A)

PART 4:
INTERACTION DYNAMICS AND INTERVENTIONS

Oct 20  Intergroup Interactions (Group B)

Oct 22  Intergroup Contact  (Group A)

Oct 27  Responding to racism (Group B)

Oct 29  Institutional interventions

Nov 3  GET OUT THE VOTE
“The one thing you’ve got going: your one vote.” — Shirley Chisholm

PART 5:
HOW EQUITY MATTERS FOR POLICY ISSUES

Nov 5  Immigration in America

Nov 10  Race and the Criminal Justice System
Nov 12  **Racial bias in educational contexts**

Nov 17  **Employment discrimination**

Nov 19  **Social disparities in health**

**THANKSGIVING HOLIDAY**

Dec 1  **Independent work on paper**

Dec 3  **Course Wrap-Up**

**FINAL EXAM: Thursday, December 10th, 2-5pm.**