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

INSTRUCTOR: Dr. Crystal Hoyt
OFFICE HOURS: Wed. 3:30-5PM
EMAIL: choyt@richmond.edu
PHONE: 804-287-6825

OFFICE LOCATION: Jepson 132

COURSE TIMES AND LOCATION: 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:
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.


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 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: 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 eight 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 your
assignment is due, please email the assignment to me by the start of the regularly scheduled class time. 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 pts = acceptable (somewhat thin or contains errors)
- 6 pts = marginally acceptable (very thin or major errors)
- 5 pts = not acceptable (significant problems)
- 0 pts = not turned in

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. 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.

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/ 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 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 writing consultants who offer friendly critiques of written work.

Boatwright Library Research Librarians (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; Law School PSMA’s – 804.347.9586 (call or text) / lawpsma@richmond.edu

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

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/

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

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
## Class Schedule and Reading Assignments

**Jan 14**
*Introductions and all that jazz*

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

**Jan 16**
*‘Happy talk’: What do we mean by diversity and why does it matter?*

**Jan 16**
*Social science: How and why?*

**Jan 21**
*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

**Jan 23**
*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.

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

**Jan 30**
*Ideologies: Egalitarianism and Colorblindness (Group A)*

**Feb 4**
*The role of motivation and justification (Group B)*
Feb 6  Social cognitive perspectives on stereotyping and discrimination (Group A)

Feb 11  Whistling Vivaldi: Understanding identity threat (Group B)

Feb 13  Guest speaker: Ms. Lucretia McCulley, Head of Scholarly Communications, Boatwright Library
   Bring your laptop!

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

Feb 18  Multicultural America and Native American Representations (Group A)

Feb 20  Racism and White supremacy (Group B)

Feb 25  Sexual Prejudice and The Laramie Project; Guest Professor: Dr. Kerstin Soderlund (Group A)

Feb 27  NO CLASS. WORK ON PAPER 1.

Mar 3  Gender bias and leadership (Group B)

Mar 5  MIDTERM EXAM

Mar 10-12  Spring Break!
Mar 17  **Status-based identity and Inequality** (Group A)

**PART 4:**
**INTERACTION DYNAMICS AND INTERVENTIONS**

Mar 19  **Intergroup Interactions** (Group B)

Mar 24  **Women of color in leadership** Guest Professor: Dr. Lauranett Lee (Group A)

Mar 26  **Intergroup Contact** (Group B)

Mar 31  **Responding to racism** (Group A)

Apr 2  **Institutional interventions** (Group B)

**PART 5:**
**HOW BIAS MATTERS FOR POLICY ISSUES**

Apr 7  **Immigration in America**
Apr 9  **Race and the Criminal Justice System**

Apr 14 **Racial bias in educational contexts**

Apr 16 **Employment discrimination**

Apr 21 **Social disparities in health**

Apr 23 **Course Wrap-Up**

**FINAL EXAM: Wednesday, April 29th, 2-5pm.**
### Additional, not required, readings

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Feb 11 Whistling Vivaldi: Understanding identity threat


Feb 18 Multicultural America and Native American Representations


https://doi.org/10.1016/j.jesp.2019.04.008

Feb 20 Racism and White supremacy


Feb 25 Sexual Prejudice and The Laramie Project


Mar 3 Gender bias and leadership


Mar 17 Status-based identity and Inequality


Mar 19 Intergroup Interactions


Mar 24 Women of color in leadership


Mar 26 Intergroup Contact


Mar 31 Responding to racism


Apr 2 Institutional interventions


Apr 7 Immigration in America


Apr 9 Race and the Criminal Justice System

Hall, A. V., Hall, E. V., & Perry, J. L. (2016). Black and blue: Exploring racial bias and law enforcement in the killings
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