**Leadership in a Diverse Society**  
**Leadership 386/ Psychology 359**  
**Fall 2018**

*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. 4-5PM and by APPT.  
**Email:** choyt@richmond.edu  
**Office Location:** Jepson 132  
**Phone:** 804-287-6825

**Course Times and Location:** Tuesday, Thursday 9am-10:15am, Jepson 107

**Course Website:** [http://blackboard.richmond.edu](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. Additionally, you will read the One Book, One Richmond book: *When They Call You a Terrorist: A Black Lives Matter Memoir* by Patrisse Khan-Cullors and asha bandele. 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, sexual orientation, 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 policy issues.

After establishing a context for studying diversity we will explore underlying beliefs and motivations associated with diversity dynamics. Next, we explore interaction dynamics before 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 brief reaction papers to the readings for 10 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 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 an assignment is 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 talks highlighted on the syllabus. 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. To let me know you are actually reading the syllabus, please email me a picture of your favorite meme. Please do not tell other students about this, I only want emails from students who read this far. 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.

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**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 28 Introductions and all that jazz

PART 1:
ESTABLISHING A CONTEXT FOR STUDYING DIVERSITY

Aug 30 Class cancelled

Sep 4 Happy talk’: What do we mean by diversity and why does it matter? (GROUP A)

Additional, not required, readings:

Sep 6 Social science: How and why? (GROUP B)

Sep 11 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

Additional, not required, readings

EVENT Jepson Leadership Forum: The Reality of Voter Disenfranchisement (Modlin Center, Camp Concert Hall)
Wednesday, September 12, 2018 at 7:00 p.m.
This program features Levar Stoney, Mayor of the City of Richmond.

Sep 13 HURRICANE FLORENCE

Sep 18 Spotlight on racism and White supremacy (GROUP B)
Rienner. Chapter 2.

Additional, not required, readings

Sep 20 FIRST HALF OF CLASS:
Privilege (GROUP A)
- 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

SECOND HALF OF CLASS:
Guest visitor: Jennifer McClellan
Virginia State Senator

PART 2:
UNDERLYING BELIEFS, COGNITIVE PROCESSES, AND MOTIVATIONS

Sep 25 Ideologies: Egalitarianism and Colorblindness (GROUP B)

Additional, not required, readings

Sep 27 The role of motivation and justification (GROUP A)

Additional, not required, readings

Oct 2  **Social cognitive perspectives on stereotyping and discrimination (GROUP B)**  

**Additional, not required, readings**  

Oct 4  **Women of color in leadership**  
Guest speaker: Dr. Lauranett Lee  

**Additional, not required, readings**  

Oct 9  **Gender bias in the context of leadership (GROUP A)**  

**Additional, not required, readings**  
### Oct 11
**MIDTERM EXAM**

### Oct 16
**FALL BREAK**

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<tr>
<td><strong>Oct 18</strong></td>
<td><strong>PART 3: DIVERSITY AND INTERACTION DYNAMICS</strong></td>
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**Additional, not required, readings**


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<tr>
<td><strong>Oct 23</strong></td>
<td><strong>Intergroup Interactions- (GROUP A)</strong></td>
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<tr>
<td><strong>Oct 25</strong></td>
<td><strong>Guest speaker: Ms. Lucretia McCulley, Head of Scholarly Communications, Boatwright Library</strong></td>
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<td><strong>Boatwright Computer Classroom.</strong></td>
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<tr>
<td><strong>Oct 30</strong></td>
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<td>&amp;</td>
<td><strong>janaya khan</strong></td>
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<td><strong>Demanding Social Transformation, Justice, and Equality for All</strong></td>
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<td><strong>Thursday, October 25</strong></td>
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<td><strong>7pm, Camp Concert Hall</strong></td>
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Intergroup Contact and Responding to Bias (GROUP B)


Additional readings


Diversity and Institutional Interventions (GROUP A)


Additional readings


Poverty in America (GROUP B)


Additional readings


Immigration in America (GROUP A)

- Verkuyten, M., & Yogeeswaran, K. (2017). The social psychology of intergroup tolerance: A

Additional, not required, readings

Nov 15 Race and Criminal Justice System (GROUP B)

Additional, not required, readings

Nov 20 Racial bias in educational contexts (GROUP A)

Nov 22 Happy Thanksgiving!

Nov 27 Employment discrimination and sexual orientation (GROUP B)

Additional, not required, readings

Nov 29 Gender bias in education and employment (GROUP A)
Science faculty’s subtle gender biases favor male students. *PNAS*.


**Additional, not required, readings**


Dec 4 **Social disparities in health (GROUP B)**


**Additional, not required, readings**


**EVENT**  
**Jepson Leadership Forum: Toward an Inclusive Democracy: Eleanor Roosevelt’s Legacy**  
Blanche Wiesen Cook (Jepson Alumni Center)  
Tuesday, December 4, 2018 at 4:30 p.m.

Dec 6 **Course Wrap-Up**

**FINAL EXAM: Thursday December 13, 2pm-5pm.**