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

INSTRUCTOR:	Dr. Crystal Hoyt	**OFFICE HOURS:** BY APPOINTMENT (SEE BELOW)
EMAIL:	choyt@richmond.edu	**OFFICE LOCATION:** Jepson 144
PHONE:	804-287-6825	

COURSE TIMES AND LOCATION: Monday, Wednesday 10:30am, Jepson Hall 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** coming to class.

DESCRIPTION AND GOALS OF THE COURSE:
The goal of this course, broadly, is to understand how diversity affects social relations and permeates our daily lives. To this end, we will examine diversity primarily through the lens of social psychology focusing on prejudice, discrimination, stigma, and intergroup relations. 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 race & ethnicity, gender identity, and sexual identity. 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 employment, education, health, and criminal justice contexts.

LEARNING OBJECTIVES:
By the end of this course, you should be able to:
•   **Content Knowledge and Social Scientific Reasoning.** Use major concepts, theoretical perspectives, and empirical findings in the study of diversity (prejudice, discrimination, stigma, and intergroup relations) to explain thoughts, feelings, and behaviors.
•   **Psychological Literacy.** Locate, read, and accurately summarize scientific literature relevant to the psychological study of diversity (prejudice, discrimination, stigma, and intergroup relations).
•   **Application.** Articulate how empirical evidence can be applied, creatively and practically, to understand and resolve personal, social, organizational, and societal issues related to prejudice, discrimination, stigma, and intergroup relations.
•   **Communication Skills.** Communicate effectively about diversity in a variety of formats (e.g., written papers, oral presentations, interpersonal conversations) and for a variety of purposes (e.g., explaining, learning, persuading, defending).
•   **Personal and Professional Development.** Demonstrate enhanced understanding of your own identity, recognition of your impact on others, and appreciation of your role within an interdependent, intercultural community. Exhibit respect for human diversity and informed concern about contemporary social issues.

1. WRITTEN ASSIGNMENTS (PAPER: 25%; REACTION PAPERS: 10%): You will be required to write one individual paper and submit reaction papers to the readings for 8 class sessions. There will also be written components to the group project (see below). Details for the paper 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 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.** Reaction papers will be graded as: submitted with excellent effort (3), submitted with good effort (2), submitted with minimal effort (1) or not submitted (0). 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 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?

2. EXAMINATION (25%): Your progress toward the goals of the course will also be assessed through an in-class midterm examination. The exam will be designed to test your factual, applied, and conceptual understanding of the material. You will be allowed to use paper notes on the exam, so you might consider taking such notes as you engage in the course readings and classes.

3. GROUP PROJECT (25%): You will complete a semester-long project designed to deepen your understanding of the relationship between science and "the real world"—including the strengths and the limitations of using psychological science to explain and predict real-world phenomena; how to effectively engage in scientific communication; and how you personally might use the knowledge you have gained for the public good. Over the course of the semester, small groups will identify, investigate, and analyze an issue or arena in which our course topics may be relevant. Your main assignment is to approach that issue as a team of publicly-engaged scientists would by creating a stand-alone product to communicate scientific information about that issue to the public (more externally focused) that is well-supported by a research synthesis of the issue (more internally focused). Groups may choose and research any topic that they would like, ideally choosing a topic that is meaningful to you and of considerable complexity. Topics might address public policy, a specific domain of interest, current events, issues of local concern, or some combination thereof (e.g., immigration, police-citizen interactions, multiracial identity, debates over rezoning schools to increase racial diversity, bias in medical care, monuments and other public symbols, etc.). You may create (almost) any kind of public communication that you would like (e.g., op-eds, Instagram campaigns, a recorded speech or Q&A, a Twitter thread, a brochure, etc.). Specific topics and communication plans will need to receive approval in advance. Additional details will be provided in the course.

4. DISCUSSION LEADERS AND CLASS PARTICIPATION (15%):
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. 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. Finally, 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.

POLICY ON USING AI TOOLS

AI is a versatile tool with a range of strengths and limitations. You are neither encouraged nor discouraged from using it in this course. You should be thoughtful about when the tool might be useful and appropriate. Should you choose to use AI in any part of your coursework, you must acknowledge using it. Specifically, please include a concise one-page addendum with the assignment for which you used AI, detailing the specific tasks you used it for, what prompts you used, and your insights from the experience. Share both the benefits and the limitations you observed using AI in the manner you did.

RESOURCES AND SUPPORT

OFFICE HOURS

I encourage you to come see me during office hours as many times this semester as you need or want (email me to schedule;). Office hours offer a great opportunity to clarify material, talk about upcoming assignments or those handed back, chat about careers, life, or anything else.

Peer Sexual Misconduct Advisors

The Peer Sexual Misconduct Advisors (PSMAs) are available 24/7 at (804) 346-7674 while in-person instruction is ongoing. PSMAs are students who offer confidential support to students who have been impacted by violence (such as sexual assault, dating violence, stalking, and interpersonal violence), whether they're a survivor, an accused person, or a friend or family member. We can be reached by emailing psma@richmond.edu or calling/texting (804) 346-7674. For more resources, please https://prevent.richmond.edu/get-help/index.html.

Disability Services

The University of Richmond's office of Disability Services strives to ensure that students with disabilities and/or temporary conditions (i.e., concussions & injuries) are provided opportunity for full participation and equal access. Students who are experiencing a barrier to access due to a disability and/or temporary condition are encouraged to apply for accommodations by visiting: disability.richmond.edu. Disability Services can be reached at disability@richmond.edu or 804-662-5001.

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 (asc.richmond.edu): Academic coaches assist students in assessing and developing their academic and life-skills (e.g., critical reading and thinking, information conceptualization, concentration, test preparation, time management, stress management, etc.). Peer tutors offer assistance in specific subject areas (e.g., calculus, chemistry, accounting, etc.) and will be available for appointments in-person and virtually. Peer tutors are listed on the ASC website. **Email** Roger Mancastroppa (rmancast@richmond.edu) **and** Hope Walton (hwalton@richmond.edu) **for coaching appointments in academic and life skills.**

Boatwright Library Research Librarians: (library.richmond.edu/help/ask/ or 289-8876): Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing, evaluating, and citing information resources. Librarians support students in their classes across the curriculum and provide individual appointments, class library instruction, tutorials, and research guides (libguides.richmond.edu). Students can contact an individual librarian(library.richmond.edu/help/liaison-librarians.html) or ASK a librarian for help via email (library@richmond.edu), text (804-277-9ASK), or chat (library.richmond.edu/chat.html).

Career Services: (careerservices.richmond.edu or 289-8547): Can assist you in exploring your interests and 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 (caps.richmond.edu 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 brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

Disability Services (disability.richmond.edu) The Office of Disability Services works to ensure that qualified students with a disability (whether incoming or current) are provided with reasonable accommodations that enable students to participate fully in activities, programs, services and benefits provided to all students. Please let your professors know as soon as possible if you have an accommodation that requires academic coordination and planning.

Speech Center (speech.richmond.edu or 287-6409): 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. Remote practice sessions can be arranged; we look forward to meeting your public speaking needs.

Writing Center (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.

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

Addressing Microaggressions on Campus
Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.[1] Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.[2] Furthermore, both students and faculty that are exposed to microaggressions more often are more likely to have depressive symptoms and negative affect (a negative view of the world).[3] A comfortable and productive environment where meaningful learning happens can be collectively created through actions, words, or environmental cues that promote the inclusion and success of marginalized members, recognizing their embodied identity, validating their realities, resisting sexism, ableism, and racism.[4]

The University of Richmond is committed to building an inclusive community. To this end, the Student Center for Equity and Inclusion (SCEI) was created in 2021 and offers ongoing support and assistance for a diverse student body.[5] With this in mind, as a community member at the University of Richmond, I pledge to address microaggressions in the classroom by holding myself, other students, and faculty accountable for what is said and being receptive to criticism when perpetuating these slights, snubs, or insults.

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[1]Sue, S., Zane, N., Nagayama Hall, G. C., & Berger, L. K. (2009). The Case for Cultural Competency in Psychotherapeutic Interventions. *Annual Review of Psychology*, *60*(1), 525–548. https://doi.org/10.1146/annurev.psych.60.110707.163651

[2]Bergom, I., Wright, M.C., Brown, M.K. and Brooks, M. (2011), Promoting college student development through collaborative learning: A case study of *hevruta*. About Campus, 15: 19-25. https://doi.org/10.1002/abc.20044

[3]Nadal, K. L., Griffin, K. E., Wong, Y., Hamit, S., & Rasmus, M. (2014). The Impact of Racial Microaggressions on Mental Health: Counseling Implications for Clients of Color. *Journal of Counseling & Development*, *92*(1), 57–66. https://doi.org/10.1002/j.1556-6676.2014.00130.x

[4]Rolón-Dow, R. (2019). Stories of Microaggressions and Microaffirmation: A Framework for Understanding Campus Racial Climate. *NCID Currents*, *1*(1). http://dx.doi.org/10.3998/currents.17387731.0001.106

[5] https://inclusion.richmond.edu/

Class Schedule and Reading Assignments

Aug 28 **Introductions and developing ground rules**

PART 1: ESTABLISHING A CONTEXT FOR STUDYING DIVERSITY

Aug 30 **'Happy talk': What do we mean by diversity and why does it matter?**
- Bell, J. M., & Hartmann, D. (2007). Diversity in Everyday Discourse: The Cultural Ambiguities and Consequences of 'Happy Talk.' *American Sociological Review, 72*, 895-914.
- Unzueta, M. M., Knowles, E. D., & Ho, G. C. (2012). Diversity is what you want it to be: How social-dominance motives affect construals of diversity. *Psychological Science, 23,* 303-309.

Sept 4 **Diversity science: Taking a sociocultural/socioecological perspective**
- Plaut, V. C. (2010). Diversity science: Why and how difference makes a difference. *Psychological Inquiry, 21,* 77-99.
- Trawalter, S., Bart-Plange, D.-J., & Hoffman, K. M. (2020). A socioecological psychology of racism: Making structures and history more visible. *Current Opinion in Psychology, 32,* 47–51.

Sept 6 **American racism (GROUP A)**
- Roberts, S. O, & Rizzo, M. T. (2020). The psychology of American racism. *American Psychologist.*
- Coates, T. 2014. The case for reparations. *The Atlantic*. May 21.

Sept 11 **Not your grandparents' bias; Implicit prejudice and stereotyping (GROUP B)**
- Kristof, N. (2014) "*Is Everyone a Little Bit Racist?*" and "*Sexism Persists, Even Among the Enlightened*," NY Times.
- Payne, B. K., & Hannay, J. W. (2021). Implicit bias reflects systemic racism. *Trends in cognitive sciences, 25*(11), 927-936.

PART 2: UNDERLYING BELIEFS, COGNITIVE PROCESSES, AND MOTIVATIONS

Sept 13 **Ideologies: Egalitarianism, Colorblindness, and Racial Progress (Group A)**
- Pearson, A. R., Dovidio, J. F., & Gaertner, S. L. (2009). The nature of contemporary prejudice: Insights from aversive racism. *Social and Personality Psychology Compass, 3*, 314–338.
- Apfelbaum, E. P., Norton M. I., and Sommers, S. R.(2012). Racial Colorblindness: Emergence, Practice, and Implications. *Current Directions in Psychological Science, 21*, 205–209.

Sept 18 **The role of motivation and justification (Group B)**
- Jost, J. T. (2020). A theory of system justification. Harvard University Press. Chapter 1.
- Anderson, M. D. (2017). Why the myth of meritocracy hurts kids of color. *The Atlantic*.
- Richeson, J. A. (2020). Americans Are Determined to Believe in Black Progress. *The Atlantic*.

Sept 20 **Social cognitive perspectives on stereotyping and discrimination (Group A)**
- Biernat, M. (2003). Toward a broader view of social stereotyping. *Amer Psychologist, 58*, 1019-1027.
- Fiske, S. T., Cuddy, A. J. C., & Glick, P. (2007). Universal dimensions of social cognition: Warmth, then competence. *Trends in Cognitive Sciences, 11*, 77-83.

Sept 25 **Social cognitive perspectives cont. (Group B)**
- Zou, L. X., & Cheryan, S. (2017). Two axes of subordination: A new model of racial position. *Journal of Personality and Social Psychology, 112,* 696-717.

Sept 27   **Understanding identity threat regulation and management (Group A)**
- Knowles, E. D., Lowery, B. S., Chow, R. M., & Unzueta, M. M. (2014). Deny, distance, or dismantle? How White Americans manage a privileged identity. *Perspectives on Psych Science, 9*(6), 594-609.
- Van Laar, C., Meeussen, L., Veldman, J., Van Grootel, S., Sterk, N., & Jacobs, C. (2019). Coping with stigma in the workplace: Understanding the role of threat regulation, supportive factors, and potential hidden costs. *Frontiers in psychology, 10*, 1879.

PART 3: SPOTLIGHT ON IDENTITIES AND PROCESSES

Oct 2   **Othering and anti-Asian attitudes (Group B)**
- Takaki, R. (2008). *A different mirror: A history of multicultural America*. New York. Chapter 1.
- Reny, T. T. & Barreto, M. A. (2020): Xenophobia in the time of pandemic: Othering, anti-Asian attitudes, and COVID-19. *Politics, Groups, and Identities.*

Oct 4   **Who is seen and who is rendered invisible (Group A)**
- Fryberg, S. A., & Eason, A. E. (2017). Making the invisible visible: Acts of commission and omission. *Current Directions in Psychological Science, 26*(6), 554–559.
- Sesko, A. K., & Biernat, M. (2010). Prototypes of race and gender: The invisibility of Black women. *Journal of Experimental Social Psychology, 46,* 356–360.

Oct 9   **Socioeconomic Inequality (Group B)**
- Kraus, M. W., Piff, P. K, Mendoza-Denton, R., Rheinschmidt, M. L., & Keltner, D. (2012). Social class, solipsism, & contextualism: How the rich are different from the poor. *Psych Review*, 119, 546-572.
- Carnes, N., & Lupu, N. (2023). The economic backgrounds of politicians. *Annual Rev of Poli Science.*

Oct 11   **Midterm Exam**

Oct 16   FALL BREAK

Oct 18   **Gender bias and leadership (Group A)**
- Glick, P.M & Fiske, S. T. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality. *American Psychologist, 56*, 109-118.
- Hoyt, C. L., & Simon, S. (2017). Social psychological approaches to women and leadership theory. In S. Madsen (Ed.) *Handbook of Research on Gender and Leadership* (pp. 85-99). Edward Elgar.

Oct 23   **Leadership Challenge: Gender Pay Gap Reporting**

Oct 25   **Sexual Prejudice and Institutionalized Discrimination (Group B)**
- Raifman, J., Moscoe, E., Austin, B., & McConnell M. (2017). Difference-in-differences analysis of the association between state same-sex marriage policies and adolescent suicide attempts. JAMA Pediatrics.
- Tilcsik, A. (2011). Employment discrimination against openly gay men in the United States. *American Journal of Sociology, 117,* 586-626.

PART 4: INTERACTION DYNAMICS AND INTERVENTIONS

Oct 30   **Intergroup Interactions (Group A)**
- Richeson, J. A., & Shelton, N. (2007). Negotiating interracial interactions: Costs, consequences, and possibilities. *Current Directions in Psychological Science, 16*, 316-320.
- Mendoza-Denton, R., & Page-Gould, E. (2008). Can cross-group friendships influence minority students' well-being at historically white universities? *Psychological Science, 19*, 933- 939.

Nov 1   **Intergroup Contact (Group B)**
- Paolini, S., White, F. A., Tropp, L. R., Turner, R. N., Page-Gould, E., Barlow, F. K., & Gómez, Á. (2021). Intergroup contact research in the 21st century: Lessons learned and forward progress if we remain open. Journal of Social Issues, 77(1), 11-37.

Nov 6   **Confronting Bias (Group A)**
- Kawakami, K., Dunn, L., Karmali, F., & Dovidio, J. F. (2009). Mis-predicting affective and behavioral responses to racism. *Science*, 323,276–278.
- Hildebrand, L. K., Jusuf, C. C., & Monteith, M. J. (2020). Ally confrontations as identity-safety cues for marginalized individuals. *European Journal of Social Psychology.*

Nov 8   **Institutional interventions (Group B)**
- Onyeador, I. N., Hudson, S. T. J., & Lewis, N. A. (2021). Moving beyond implicit bias training: Policy insights for increasing organizational diversity. *Policy Insights from Behav & Brain Sciences,* 8, 19-26.
- Dover, T. L., Kaiser, C. R., & Major, B., (2019). Mixed signals: The unintended effects of diversity initiatives. *Social Issues and Policy Review*. 1-30.

Nov 13   **Class Time Reserved for Discussion Leader Work**

PART 5: Discussion Leaders
HOW BIAS MATTERS FOR POLICY ISSUES

Nov 15   **Promoting a racially equitable justice system**
- Kahn, K. B. & Martin, K. D. (2020). The social psychology of racially biased policing: Evidence-based policy responses. *Policy Insights from the Behavioral and Brain Sciences,* 7, 107-114.
- Hennes, E. P. & Dang, L. (2021) The devil we know: Legal precedent and the preservation of injustice. *Policy Insights from the Behavioral and Brain Sciences,* 8, 76-83.

Nov 20   **Class Time Reserved for Final Group 'Use Your Voice' Projects**

Nov 22   **THANKSGIVING HOLIDAY**

Nov 27   **Breaking the school to prison pipeline**
- Okonofua, J. A., Walton, G. M., & Eberhardt, J. L. (2016). A vicious cycle: A social-psychological account of extreme racial disparities in school discipline. *Perspectives on Psych Science, 11*, 381-398.
- Hughes, T., Raines, T., & Malone, C. (2020). School pathways to the juvenile justice system. *Policy Insights from the Behavioral and Brain Sciences,* 7, 72-79

Nov 29   **Broadening participation in STEM**
- Schmader, T. (2023). Gender inclusion and fit in STEM. *Annual Review of Psychology, 74*, 219-243.
- Dasgupta, N. & Stout, J. G. (2014). Girls and women in science, technology, engineering, and mathematics: STEMing the tide and broadening participation in STEM careers. *PIBBS, 1*, 21-29.

Dec 4   **Building pathways out of poverty**
- Gennetian, L. A., Shafir, E., Aber, J. L., & De Hoop, J. (2021). Behavioral insights into cash transfers to families with children. *Behavioral Science & Policy, 7*(1), 71-92.
- Davis, R. P., & Williams, W. R. (2020). Bringing psychologists to the fight against deep poverty. American Psychologist, 75(5), 655–667.

Dec 6   **Course Wrap-Up**
    <u>Friday, December 15th, 9am-noon</u> FINAL EXAM TIME: Presenting Final Group Projects