

POLS Y401 & PSY 4395: Politics of Hate (IU East) & The Psychology of Prejudice, Discrimination and Hate (Texas State) – INTERNET – Spring 2010

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Course Texts: There are two books required for this course.

1.) All students must purchase and read, “**Global Community: Global Security**” by Randall E. Osborne and Paul Kriese (editors). Different groups will be assigned different chapters in the book but all students are encouraged to read all chapters.

The ISBN for the textbook version (\$60 cheaper than the library version) is: 978-90-420-2508-0. Students can ONLY get the textbook price ordering through the campus bookstore at Texas State University.

Purchasing the book together and sharing with others is perfectly acceptable to us.

book order details here

2.) For one assignment, groups will be assigned EITHER Elie Weisel's "**Night**" or "**Dawn**" (half the students will read "Night" the other half will read "Dawn."). The ISBN's are:

Dawn = 0-553-22536-7

Night = 0-553-27253-5

Both books can be bought used for two dollars or less many times and are available through most used bookstores as well.

Overall Learning Objectives:

I believe that educated persons should achieve seven learning objectives as a result of acquiring a college education. These achievement goals are:

1. Educated persons should be exposed to a broad variety of academic fields traditionally known as the Liberal Arts (humanities, fine arts, social sciences, natural sciences) in order to develop a critical appreciation of a diversity of ideas and creative expression.
2. Educated persons should have achieved depth in some field of knowledge. A sequential accumulation of knowledge and skills in an academic discipline is essential for a focused personal and professional development.
3. Educated persons should be able to express themselves clearly, completely, and accurately. Effective communication entails sharing ideas through a variety of techniques, including reading, writing, speaking and technology.
4. Educated persons should be able to relate computational skills to all fields so that they are able to think with numbers. At a minimum, students should be able to carry out basic arithmetical and

algebraic functions; they should have a working concept of simple statistics; and they should be able to interpret and use data in various forms.

5. Educated persons should have the ability to develop informed opinions, to comprehend, formulate, and critically evaluate ideas, and to identify problems and find solutions to those problems. Effective problem solving involves a variety of skills including research, analysis, interpretation, and creativity.

6. Educated persons should develop the skills to understand, accept, and relate to people of different backgrounds and beliefs. In a pluralistic world one should not be provincial or ignorant of other cultures; one's life is experienced within the context of other races, religions, languages, nationalities, and value systems.

7. Educated persons should be expected to have some understanding of and experience in thinking about moral and ethical problems. A significant quality in educated persons is the ability to question and clarify personal and cultural values, and thus to be able to make discriminating moral and ethical choices.

Of course no single class could accomplish all of these goals. This course is specifically designed to enhance your skills and abilities in achieving learning goals numbers 2, 3, 5, 6, & 7.

Course Learning Objectives:

There are key concepts you will learn in this course. As time permits throughout the semester, we will work to reinforce these objectives. By the end of the semester, students should be able to provide well thought out, clear, and complete answers to the following questions:

- 1.) What are the primary causes of hate?
- 2.) What political processes create, perpetuate or magnify hatred?
- 3.) What psychological principles create, perpetuate or magnify hatred?
- 4.) How can hatred be countered?
- 5.) How are personal attitudes, group identity and international terrorism linked?

The short list above provides just a few of the concepts you will learn about in this course. To keep track of your understanding of such issues, we will have 3 individual assignments, 3 group assignments, a group project and participation points.

Grades for the Course:

Grades for the course will be based on 8 assignments AND course participation. Grades will be determined as follows:

4 individual assignments x 50 points each =	200 points
4 group assignments x 50 points each =	200 points
Participation to Midterm =	75 points
Participation from Midterm to Final =	75 points

Total = 550 points

Important Notes About Grading (These Will Affect ALL Grades)

Important Grading Note 1: Since there are no exams in this course and students are aware of ALL assignments at the beginning of the semester, there will be NO curve on assignments and NO curving of course grades. The above cutoffs will be adhered to strictly and NO exceptions to these cutoffs will be made. If you are close to the next cutoff, DO NOT ask us to curve your grade to the next level as we cannot, in fairness to all, curve any grades.

Important Grading Note 2: This course is about a willingness to share ones views, have those views challenged, and to demonstrate an ability to expand on those views. This WILL create discomfort. We will challenge you. Please do not mistake this as us “attacking” you or assume your grade will suffer because we “disagree” with you.

It has been our experience, in the past, that students misinterpret (our view) our efforts to be forthright and honest and to challenge opinions, as us being rude, not respecting their views or that their grade will suffer. This is not (again, in our opinion) the case.

Grades do NOT come from the degree to which we do or do not agree with what you post. Grades come from our assessment of the degree to which you have completed the requirements of the assignment AND your willingness to explore that assignment and your views. Although students generally do quite a good job following the specific requirements of the assignments, it is the second part that is often lacking. It is not uncommon, for example, for a student to feel that his or her grade is going to suffer because Dr. Kriese or I "challenged" his or her views. Often times, the students whom we challenge end up getting the better grades because they respond to those challenges.

Important Grading Note 3: As we respond to student posts, we will point out to you the differences between reciting ones opinion and exploring the basis of those opinions. Students who state their opinions but do not respond to our efforts to explore those opinions, will NOT receive as high of grades on assignments as those who go to those higher levels (see the critical thinking model outlined below).

Important Grading Note 4: The area where students have generally been weakest (in past semesters) is in making sure that their posts to the course are substantive. We know that there are very few options for just "chatting" in an online course. We do have chatrooms set up but they are only effective in people agree to meet in there. Sometimes students attempt to "chat" on the discussion forums. We WILL shut those conversations down as non-relevant. This is not an attempt to be rude, it is an attempt to ensure that everyone - who are all so busy - does not have to sift through irrelevant (irrelevant in terms of direct connections to assignments) posts when checking the course. We know that every time we check there will be LOTS of new posts. This is good. We just want to make sure that ALL of those posts are important to read to understand the direction the assignment is going.

We will try to set up some times to just meet and chat in the chatroom. This will give us all an opportunity to discuss issues, get to know each other, just chat about stuff – whether relevant to a particular assignment or the course or not – so that people do not use the discussion forums to engage in non-course-relevant conversations.

Grading Policy:

Grades will be based on a simple percentage of the total points possible. Given that there are 550 points possible, grades will be determined as follows:

A = 495 and higher B = 440 - 494.49 points C = 385 - 439.49 points
D = 330 - 384.49 points F = 329.49 points and below

Academic Dishonesty Policy - Honor Code for this Course:

Academic dishonesty, in any form, destroys this atmosphere. Academic dishonesty consists of any of a number of things that spoil a good student-teacher relationship. A list of academically dishonest behaviors include, but is not limited to: (1) passing off others' work as one's own, (2) copying off of another person's work, (3) doing work for another student, (4) paraphrasing from an outside source while failing to credit the source or copying more than four words in sequence without quotation marks and appropriate citation, (5) turning in the same assignment for credit in two different courses, (6) fabrication of excuses for missing exams or failing to complete an assignment on time.

These principles require all members of this community to be conscientious, respectful, and honest.

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.

WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

THE PLEDGE FOR STUDENTS

Students at our University recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation:

By participating in this course, you pledge to uphold these principles of honesty and responsibility at our University.

Course Etiquette and Participating in an Internet Course:

This is an Internet course. As such, the success of the course relies on active participation by each class member throughout the entire semester.

Even though we are the professors for the course, it is designed as a seminar course, meaning active participation from students is essential.

Although face-to-face interactions will not occur because of our use of the Internet, we do expect continual communication between members of the class and the course faculty.

Even though this interaction will be over the Internet, we expect students to use the same etiquette that would be used in a classroom during face-to-face interactions. This etiquette includes:

- 1.) respect for others (their viewpoints, their values, their beliefs),
- 2.) the right to disagree (but requires sensitivity to the viewpoints of others),
- 3.) taking responsibility for being involved in developing the issues and topics relevant to this course,
- 4.) active participation in all elements of the course,
- 5.) continual feedback to the instructors about the course, course assignments, and individual viewpoints,
- 6.) a commitment to the mutual exchange of ideas. This means we will not isolate definitive "answers" to the issues we raise but we will actively explore and respect the multiple sides to those issues, and
- 7.) a responsibility to "police" ourselves. We are attempting to develop a community and this requires trust. In order to develop trust, we must know that we can share our ideas and not be "attacked." This also requires that we allow other class members the same trust and freedom we expect.

A Model for Critical Thinking

We expect students to demonstrate a significant amount of critical thinking in this course. Because this is so important, we have developed and outline below a model that you should use as you complete course assignments. Specifically, we believe that critical thinkers demonstrate the ability to address issues at each of the following levels:

- 1.) **Recitation** – state known facts or opinions. A critical component of this step is to acknowledge what aspect(s) of what is being stated is factual and what is based on opinion.
- 2.) **Exploration** – analyze the roots of those opinions or facts. This step requires digging below the surface of what is believed or known and working to discover the elements that have combined to result in that fact or that opinion. This is an initial analysis without an attempt to comprehend the impact of those facts or opinions.
- 3.) **Understanding** – involves an awareness of other views and a comprehension of the difference(s) between one's own opinion (and the facts or other opinions upon which that opinion is based) and the opinions of others. To truly "understand" our own opinion in relationship to others, we must initiate an active dialogue with the other person about his or her opinions and the roots of those opinions. In other

words, once we become aware of the roots of our own opinions, we must understand the roots of the opinions of others.

4.) **Appreciation** – means a full awareness of the differences between our views and opinions and those of others. To truly appreciate differences, we must be aware of the nature of those differences. The active dialogue undertaken in the third step (understanding) should lead to an analysis of the opinion as recited by the other. The result should be a complete awareness of the similarities and differences between our own opinions (and the roots of those opinions) and those of the “other.” Although we may still be aware that our opinions differ, we are now in a position to truly appreciate and value those differences.

In our view, it is important to acknowledge that “understanding” does not mean to “accept.” The goal is not to get everyone to agree; the goal is to get people to truly explore and understand how and why opinions differ. To understand means to realize the circumstances and motivations that lead to difference and to realize that those differences are meaningful. It is our belief that discussing social issues (such as prejudice or racism) without requiring students to explore the roots of their views, to understand the roots of other views, and to appreciate the nature and importance of different views about those issues, perpetuates ignorance. To raise the issue without using the elements of critical thinking and exploration we have outlined above may simply reinforce prejudices by giving them voice without question.

Group Work:

Four of the assignments in this course require Group Work. EVERY member of a group must be a full contributor to each of those assignments. At the beginning of the semester AND after each group assignment, we expect students to complete the following self-diagnosis on group work and submit it to us. It is our belief that if each student were to achieve a “5” on every level of this self-diagnosis, there would be no group problems for us to have to solve and EVERY group member would earn his or her grade on that assignment.

Group Work - Self-Diagnosis

Each of the following seven statements describes an action related to group effectiveness. For each statement mark:

- 5= I always behave (or behaved) that way
- 4 = I frequently behave (or behaved) that way
- 3 = I occasionally behave (or behaved) that way
- 2 = I seldom behave (or behaved) that way

1 = I never behave (or behaved) that way

When I am a Member of A Group:

- _____ 1. I clarify the group's goals and ensure that the goals are formulated so that members "sink or swim" together and are committed to achieving them.
- _____ 2. I facilitate communication by modeling good sending and receiving skills and ensuring that communication among all group members is distributed and two-way.
- _____ 3. I provide leadership by taking whatever action is needed to help the group achieve its goals and maintain good working relationships among members, and I encourage all other members to do the same.
- _____ 4. I use my expertise and knowledge to influence the other group members to increase their efforts to achieve mutual goals, and I let myself be influenced by other members who are knowledgeable and have relevant expertise.
- _____ 5. I suggest different ways of making decisions (such as majority vote or consensus), depending on the (a) availability of time and resources, (b) size and seriousness of the decision, and (c) amount of member commitment to implement the decision.
- _____ 6. I advocate my views and challenge the views of others in order to create high-quality and creative decisions.
- _____ 7. I face my conflicts with other group members and present the conflicts as problems to be jointly solved. If we are unable to do so, I ask other group members to help us resolve the conflicts constructively.

_____ **Total Score**

DUE DATES:

Because this is an Internet Course, students could post assignments at any time. There are 2 types of "weeks" in this class – "**assignment weeks**" and "**discussion weeks**".

During "assignment weeks" – the student response to that assignment is due on Thursday of the given week by 8 p.m. AND at least one reply to another student post to that assignment is due by Sunday at 8 p.m. during that same week.

During "discussion weeks" – there are NO specific assignments due BUT each student must contribute at least one substantive post to the weekly discussion or current events forum by Sunday at 8 p.m. of that week.

Students WILL earn a participation grade EACH week. During non-assignment weeks, this comes from: (1) posting your own thread to a weekly discussion or current events forum, and (2) responding substantively to at least one other student. During assignment weeks, participation grades come from: (1) posting your own assignment – or participating in the group assignment, and (2) responding substantively to at least one other student or group posting.

Groups:

For this course you will be working in groups on 4 assignments (4 group assignments). Early in the semester, students will be randomly assigned by the instructors to groups. Once you are placed in a group, you must CHOOSE a group leader.

Group Leader Responsibilities: It is the responsibility of group leaders to:

- 1.) keep group members in contact with each other,
- 2.) solicit feedback from all group members about each group assignment,
- 3.) post completed group assignments to the appropriate discussion list PRIOR to the deadline for each assignment, and
- 4.) facilitate the selection of and work on a group project.

All group assignments will be completed as a group. It is imperative that you stay in close contact with each member of your group. ***When a group assignment is due, each group will be expected to post the assignment - the group leader will post it - and the post MUST include the names of all group members that contributed to that assignment.***

Participation:

Because this is an Internet course, participation is ESPECIALLY important. Students are expected to stay in contact with the class by responding to questions I will post to ONCOURSE, by posting questions and comments about current events that are relevant to course content, and assisting their assigned group in leading a discussion on ONCOURSE based on their Groups Project posting. Participation will comprise 150 points (about 25% of the course grade).

All students are expected to contribute to the group assignments. When the designated group member (chosen for the group assignment by the group members) posts the completed group project assignment, he or she is expected to list BY NAME all group members who contributed to that assignment. Each group assignment posting MUST begin with the names of those individuals who contributed to that assignment.

Note1: if a group member's name is listed, we will assume he/she actually contributed to that assignment.

Note2: if a group member's name is NOT listed, we will assume he/she did NOT contribute to that assignment.

Participation Grades:

Students WILL earn a participation grade EACH week. During non-assignment weeks, this comes from: (1) posting your own thread to a weekly discussion or current events forum, and (2) responding substantively to at least one other student. During assignment weeks, participation grades come from: (1) posting your own assignment – or participating in the group assignment, and (2) responding substantively to at least one other student or group posting.

Substantive course post – means: (1) a student has given thought to what he or she has posted, (2) the student's comments have added positively to the discussion, and (3) that the contributions adhere to the course etiquette principles outlined above.

Around midterm time, we will calculate and post student participation grades for the first half of the semester. These midterm participation grades will be out of 75 possible. This will give you an opportunity to see how your current level of participation translates into a grade. If your participation grade is lower at midterm than you would like, it gives you ample opportunity to maximize your participation points for the second half of the course. Participation points NOT earned for the first half of the course CANNOT be "made up" in the second half of the course.

Students are welcome to contact us to discuss their participation grade once it is posted at midterm.

Note About Posting Deadlines:

Every Assignment Week – roughly every other week, there are two DUE DATES. By Thursday at 8 p.m. of each assignment week, the actual assignment post is due. By Sunday at 8 p.m. of each assignment week, you are also expected to post a response to at LEAST one other student or group assignment post.

Group AND Individual Assignments

Individual Assignments - to be worked on ALONE

1.) Individual Assignment 1 – “Diversity Philosophy”

- a. complete the diversity philosophy posted to the course site under this assignment
- b. score the diversity philosophy using the scoring rubric posted to the course site
- c. post a discussion on the discussion board answering the following questions about your score on this philosophy:
 - * how does your score make you feel and why?
 - * what do you think are the factors that are primarily responsible for your score? How are they responsible?
 - * If you could change one thing about your score what would it be? Why?

2.) Individual Assignment 2 – “Teaching Tolerance” Assignment

- a. choose one of the following terms:
 - * prejudice
 - * discrimination
 - * hate
 - * stereotype
- b. write out a definition of that word WITHOUT looking it up or using any resource
- c. after writing your definition, look that word up (use a dictionary, dictionary.com, etc.)
- d. compare and contrast your definition with the definition you looked up.
- e. go to the following website: <http://www.tolerance.org>
- f. run a search for the word you used above
- g. choose one of the resources for your word that comes up, read about that and post a summary

of

what you learned for the rest of the class. As you write your post, be sure and do the following: provide the URL for this website within the assignment

- * provide the definition that you wrote, the one you looked up AND your compare and contrast of those definitions.
- * summarize the information about your chosen word that you picked from the Tolerance.org website.

- * What did you learn that you did not know?
- * Discuss at least two ways that you can use this information in your life.

3.) Individual Assignment 3- "Self vs. Other: Us vs. Them"

- a. Read Anre Venter's chapter on "Self vs. Other: Us vs. Them" in the Global Community textbook.
- b. Choose three of the points that Venter makes and describe them so that someone not taking this course would understand what he is trying to say about the social psychology of conflict.
- c. Why have you chosen these three?
- d. What two things do you think you could do in your own life to use the points you have outlined to make changes in how you deal with others?

4.) Individual Assignment 4 - Maya Angelou's "Phenomomenal Woman"

- a. what is she trying to say?
- b. what are you using to reach this conclusion?
- c. how do her comments/points relate to the content and focus of this course?
- d. how does that make you feel & why?
- e. look up (in a social psychology textbook or online on a website like The Social Psychology Network (<http://www.socialpsychology.org>) the following words and discuss them in your response to Angelou's poem:
 - * self-concept
 - * self-esteem
 - * social comparison

Group Assignments - to be completed AND posted as a group

1.) Group Assignment 1- Middle Class Mentality

Work together in the Chatroom designated for your group number. Your goals are:

- a. get to know each other, decide on a group name and use that name in ALL group posts and in all group assignments,
- b. reach consensus on how to define "**Middle Class Mentality**."
- c. post that group definition to the discussion list. In your response, be sure and include answers to the following questions:
 - * can anyone "become" middle class? Why or why not?
 - * what all different aspects of society does the middle class mentality permeate?
 - * how is the concept of middle class mentality linked to psychological issues such as (1) social comparison, (2) optimal distinctiveness, and (3) self-perception theory?

Note: you will need to look these three terms up (a Google search will reveal lots of resources and most any social psychology textbook covers these), include a brief discussion of each of these theories into your post, and link your definition to those terms.

2.) Group Assignment 2- Nuclear Shelter

- a. reduce the group from 12 to 8 and explain why each person is being included or excluded from the shelter.
- b. follow-up - to be explained by instructors after part "a" is completed.

3.) Group Assignment 3- "Global Community: Global Security" chapters

- a. Groups will be assigned a chapter from the Global Community: Global Security"

book. After reading the chapter, each group will post to the appropriate discussion list a post that contains the following information:

- b. the 4 main points they believe the author(s) is/are making about global security in the chapter.
- c. why they have chosen to emphasize the 4 points they have chosen from the chapter.
- d. a discussion of how the author's points relate to this course.

4.) Group Assignment 4 – “Weisel Text”

- a. Groups are expected to read a text assigned by the faculty (half of the groups will read Elie Weisel's "Night" and half will read Elie Wiesel's "Dawn")
- b. Post to the discussion board a summary of the assigned text as it relates to issues, concepts, and controversies raised in this course. This summary should include:
 - * the text's main points,
 - * the relationships of text material to issues raised in the course,
 - * linkages to historical and current events, and
 - * your assessment of Weisel's arguments.
- c. The goal of the project is to inform the other group about that reading AND how it relates what has been learned in the course.

Lectures and Assignments

Week 1: Post to Discussion List(s) – **Sunday January 24 by 8 p.m., post response to discussion forum for the week and reply to at least one other student post.**

Week 2: Individual Assignment One – **Thursday January 28 2 by 8 p.m., assignment post due. Sunday January 31 by 8 p.m., post a reply to at least one other student assignment post.**

Week 3: Group Assignment 1 Due – **Thursday February 4 by 8 p.m., Group Assignment post due. Sunday February 7 by 8 p.m., response to at least one other group post due.**

Week 4: Post to Discussion List(s) - **Sunday February 14 by 8 p.m., post response to discussion forum for the week and reply to at least one other student post.**

Week 5: Individual Assignment 2 Due – **Thursday February 18 by 8 p.m., assignment post due. Sunday February 21 by 8 p.m., post a reply to at least one other student assignment post.**

Week 6: Post to Discussion List(s) - **Sunday February 28 by 8 p.m., post response to discussion forum for the week and reply to at least one other student post.**

Week 7: Group Assignment 2 Due – **Thursday March 4 by 8 p.m., Group Assignment post due. Sunday March 7 by 8 p.m., response to at least one other group post due.**

Week 8: Spring Break March 8-14: Nothing Due

Week 9: Post to Discussion List(s) - **Sunday March 21 by 8 p.m., post response to discussion forum for the week and reply to at least one other student post.**

Week 9: Individual Assignment 3 Due – **Thursday March 25 by 8 p.m., assignment post due. Sunday March 28 by 8 p.m., post a reply to at least one other student assignment post.**

Week 10: Post to Discussion List(s) - **Sunday April 4 by 8 p.m., post response to discussion forum for the week and reply to at least one other student post.**

Week 11: Group Assignment 3 Due – **Thursday April 8 by 8 p.m., Group Assignment post due. Sunday April 11 by 8 p.m., response to at least one other group post due.**

Week 12: Post to Discussion List(s) - **Sunday April 18 by 8 p.m., post response to discussion forum for the week and reply to at least one other student post.**

Week 13: Individual Assignment 4 Due – **Thursday April 22 by 8 p.m., assignment post due. Sunday April 25 by 8 p.m., post a reply to at least one other student assignment post.**

Week 14: Group Assignment 4 Postings Due – **Thursday April 29 by 8 p.m., Group Assignment post due. Sunday May 2 by 8 p.m., response to at least one other group post due.**

Week 15: Student Responses to Final Discussion Forum all postings Due - **Sunday May 9 by 8 p.m., post response to discussion forum for the week and reply to at least one other student post.**

Because this is an Internet Course, students could post assignments at any time. For each week listed in the syllabus, the required work for that week (be it posting to the discussion lists or an assigned assignment) all students must post by **Thursday night of the assigned week no later than 8 p.m. Discussions on assignments must be posted no later than 8 p.m. on Sunday of each week.**