

PSY 3337: Psychology of Prejudice, Discrimination & Hate – Fall 2018

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

I.) All students must purchase and read, Basic Concepts of Intercultural Communication (2nd Edition) by Milton J. Bennett.

The ISBN for the book: 978-0-98395-0. Please do NOT buy a first edition, the most important chapters we need are in the 2nd edition.

II.) For one assignment, groups will be assigned EITHER Elie Wiesel's "Night", "Day" or "Dawn" (one-third of the students will read "Night", one-third will read "Day" (also sometimes title "The Accident", and the final third will read "Dawn.")). ISBN's for cheap mass market versions are:

Day = 978-0553581706 Night = 0-553-27253-5 Dawn = ISBN-10: 0553225367
ISBN-13: 9780553225365

There are a variety of ISBN's for both books as they have been put out in so many editions. It does NOT matter which ones you get – you should be able to get them quite cheap. **"Day" was also published (originally) as "The Accident"** though many copies of that version are more expensive – it is the SAME book.

All three of the books in this Trilogy can be bought used for two dollars or less many times and are available through most used bookstores as well. **NOTE that these books are NOT on the booklist via the bookstore because I know you can easily get copies even borrowing from libraries. These books have been reprinted in many variations, so the ISBN numbers might not match. If you purchase the books by title ("Night", "Day" (or "The Accident") and "Dawn", you cannot miss. There are also cheap "trilogies" with all three books you can purchase.**

Assignment of groups to the books (Night, Day or Dawn) will be posted to the Announcements section of the TRACS site for the course early in the semester once students have registered.

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, I will work to reinforce these objectives. By the end of the semester, students should be able to provide well thought out, clear, and complete responses to the following:

- 1.) Discuss the primary causes of hate.
- 2.) Explain why “hate” should be considered from a “self” perspective rather than looking at others.
- 3.) Discuss what psychological processes create, perpetuate or magnify hatred. At a minimum, explain the concepts of social comparison, optimal distinctiveness and self-perception theory. Describe each concept and then discuss how they link to the topics of prejudice, discrimination and hate.
- 5.) Explain how hatred can be countered.
- 6.) Discuss how personal attitudes, group identity and international terrorism are 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
Final Assignment x 50 points = 50 points
Participation to Midterm = 50 points
Participation from Midterm to Final = 50 points

Total = 550 points

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

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 me to curve your grade to the next level as I cannot, in fairness to all, curve any grades.

Important Grading Note 2: This course is about a willingness to share one's views, have those views critically evaluated, and to demonstrate an ability to expand on those views. This WILL create discomfort. I will challenge you to think critically. Please do not mistake this as me "attacking" you or assume your grade will suffer because I "disagree" with you.

Important Grading Note 3: As I respond to student posts, I will point out to you the differences between reciting one's opinion and exploring the basis of those opinions. Students who state their opinions but do not respond to 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: Grades do NOT come from the degree to which I do or do not agree with what you post. Grades come from my 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 I "challenged" his or her views. Often times, the students whom I challenge end up getting the better grades because they respond to those challenges.

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, and (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 I am the professor 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, I do expect continual communication between members of the class and the course faculty. Even though this interaction will be over the Internet, I 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 I will not isolate definitive "answers" to the issues I raise but I will actively explore and respect the multiple sides to those issues, and
- 7.) a responsibility to "police" ourselves. I am 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.

Disability Statement:

In accordance with university policy and federal law, all members of the university community are responsible for ensuring that students are not discriminated against because of a disability. To accomplish this goal, reasonable and appropriate academic accommodations may be necessary for qualified students with disabilities. The Office of Disability Services will coordinate with faculty members to facilitate necessary accommodations for students with disabilities.

A Model for Critical Thinking

I expect students to demonstrate a significant amount of critical thinking in this course. Because this is so important, I have developed an outline below as a model that you should use as you complete course assignments. Specifically, I 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 I have outlined above may simply reinforce prejudices by giving them voice without question.

Linking Grades to the Critical Thought Model:

For every assignment in this course (individual, group and final), students will receive a score out of 50 possible points. When I “score” an assignment, I do so by comparing the content, quality, depth and breadth of what is written to the four levels of the critical thought model. Students that show further progression on the four levels will receive higher grades. *As a side note - it is NOT about how much you write or how often you post – it is about the depth of progression on the critical thought model your writings demonstrate.* To assist you in determining what a particular score might mean, I offer the following rubric:

38 points or lower = student simply recited opinion and appears to have put little thought or effort into the assignment.

39 to 42 points = student recited opinion or fact and made some effort to explore the roots of those opinions or facts. Though the post is well written, little connection to the views and opinions of others has been made.

43 to 44 points = student states known opinions and facts, explores the roots of those opinions and facts and makes a concerted effort to connect and compare those opinions and views to the opinions and views of others. Post is showing an effort to develop understanding of how others view these same “opinions” and “facts.”

45 to 47 points = student shows an ability to use all four levels of the critical thought model. Opinions and facts are stated, roots of those opinions and facts are explored, a connection and comparison to the views of others has been made, and the student appears to be beginning to understand the differences between his or her own views and the views of others.

48 to 50 points = student shows an ability to **completely** use all four levels of the critical thought model. Opinions and facts are stated, roots of those opinions and facts are explored, a connection and comparison to the views of others has been made, and the student appears to fully understand the differences between his or her own views and the views of others.

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, I 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.

I require students to do a group work self-assessment for each group assignment HOPING that students will engage in critical and honest self-reflection. This assessment is ONLY effective, if students ARE honest and critical in this self-analysis. I had, for example, a student last semester who consistently scored herself as “5’s” on the assessment who contributed NOTHING to the group work. This is not what I want. There is a huge difference between an honest self-assessment – you put 5’s because you truly feel that you contributed as much and as high of quality work as you could, and denial – “I have to put down 5’s or the instructors will think I did not do anything.” I want you to truly analyze your contributions, ask yourself if you did your absolute best work, be sincere in your self-appraisal of the quality of your contributions, and compare the level of your work to the work of others in your group and determine if you really did as much as could be done.

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 ensure that communication among all group members is distributed and two-way. I make sure I take responsibility for making the effort to communicate AND I take the time to make sure that others know I have received their communications.
- _____ 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 contribute in valuable ways to the development of the group product and I work with the group to encourage others to contribute their best work.
- _____ 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” – these weeks are not assignment driven – they are more self-reflective and encourage analysis of topics and characteristics that are related to the presence of Hate. Each student must complete the self-assessment or review of material for the week, post a response to the query for the week and reply substantively to at least one other 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 instructor 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.***

Effective Group Work:

One of the most difficult aspects of this course is group members having to deal with the differing levels of motivation and procrastination amongst group members. Given that this course IS as much about learning how to deal with others as it is coming to truly understand ourselves, group work is a vital component of this learning.

The primary problems occur, in our opinion, due to: (1) poor communication, (2) unclear group delineated expectations, (3) no definitive deadlines, and (4) lack of public contributions to assignments.

I have set up Discussion Forums for each group that ONLY your group can access. These should be used! Some groups, in the past, have stated - "but we prefer to use email and talk on the phone." That is fine but that does not always result in a PUBLIC contribution by each group member.

Groups should: (1) have a definite plan for how to work on the project as a group, and (2) require that group members post to and respond to others by posting materials for the group to work with on YOUR group forum.

If I were a group leader, here is what I would do - and ALL of this would be posted to the group's forum so that ALL contributions can be seen:

- 1.) whoever is group leader sets a deadline for EVERY group member to post individual responses to the assignment. Just because it is a group assignment does not mean that people can simply wait for others to post, say "I agree" and consider that contributing,
- 2.) after EVERY individual has contributed his or her individual views, then set a deadline for EVERY one to respond in terms of consensus - where are we in agreement, where are we in disagreement?
- 3.) I would consider someone to NOT have contributed to the group assignment if they did not do BOTH of these BY THE GROUP DESIGNATED DEADLINES.
- 4.) then, the group leader or whoever is designated to "synthesize" the postings, creates one document and posts that to the group's forum. A final deadline to respond with an evaluation of the combined post - anything that should be changed, strengths, weaknesses, etc. is given.
- 5.) Once the deadline for evaluating has passed, the leader takes one more pass at revising the post based on those comments and then that final version is posted to the Assignment Forum.

I am not saying this is how it must be done or even should be done but lack of structure and deadlines is ALWAYS a problem. Lastly, if a group member has **not** contributed, she or he should NOT be listed by name. If that creates tension, so be it. Why should we allow people to earn credit on an assignment that have not contributed in all elements of that assignment?

It seems to us if this kind of honest dialogue about expectations occurs FROM THE VERY BEGINNING, a formal process for how the group will proceed on each assignment has been outlined, if deadlines for each step have been given, and people are held accountable for **not** contributing to all elements, there would not many problems and upset feelings.

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 posted to TRACS, by posting questions and comments about current events that are relevant to course content and assisting their assigned group in leading a discussion on TRACS based on their Groups Project posting. Participation will comprise 100 points (about 18% 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, I will assume he/she actually contributed to that assignment.

Note2: if a group member's name is NOT listed, I 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, I will calculate and post student participation grades for the first half of the semester. These midterm participation grades will be out of 50 possible points. 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.

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** – “Self-Assessments”

- a. complete the following three measures (attached to the forum for the week and also posted under Resources):
 - * diversity philosophy
 - * MSTAT-I
 - * Munroe Scale
- 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 each measure (for MSTAT-I and Munroe Scales it will just be a single number):
 - * how does your score (on each measure) make you feel and why?
 - * what do you think are the factors that are primarily responsible for your scores? How are they responsible?
 - * If you could change one thing about each score, what would it be? Why?

2.) **Individual Assignment 2**- "White Privilege"

- a. Complete the “White Privilege” checklist posted to the course site.
- b. go to the following URL and watch the video on white privilege:

<http://www.upworthy.com/the-definitive-response-to-jerks-asking-but-what-about-white-history-month?c=ufb1>

- c. After watching the video, read the article, “Unpacking the Invisible Knapsack” (posted to the course site). Once you have read the article and watched the video, post a discussion forum response that addresses the following:

- * Summarize the main points being made in the article & video. Do you agree with these points? Why or why not?

- * Discuss how the points raised in this article & video relate to the course,

- * After having completed the "White Privilege" checklist, reflect on your score. Have you been the recipient of White Privilege? Why or why not?

- * If you are not white, have you noticed white privilege given to others? Share a specific example.

- * Are there other “forms” of privilege? What are they? Have you been the recipient of any of these? If so, please share a specific example.

3.) Individual Assignment 3 – Defining and Understanding “Culture” – Bennett Chapter 3

Bennett believes that an effective understanding of culture as a process and NOT a “thing” is crucial for more effective interactions with people who are different from us. The purpose of this assignment is to provide an opportunity to understand the concept of “culture” within this “constructivist” paradigm.

Keeping this in mind, read Chapter 3 of the Bennett text and answer the following questions in your Discussion Forum post in response to this assignment:

- * What are the most important points you believe Bennett is making in this chapter? Why have you chosen each of these points?

- * Define – in your own words – any terms you think others would need to understand to understand the points that Bennett is making.

- * How do the points you have chosen relate to a course on Prejudice, Discrimination and Hate?

4.) Individual Assignment 4- "What Can I do About This Stuff?!"

- a. Go to the Website for the Southern Poverty Law Center: <http://www.splcenter.org/>.

- b. Spend some time “surfing” the site and seeing what all they have available for understanding Hate. Choose three links that you explored that you want to discuss.

- c. Describe the links you chose and why you are choosing to discuss them.

- d. What did you learn by exploring these links?

- e. What two things do you think you could do in your own life to use the points you have outlined

above to make changes in how you deal with others?

Group Assignments - to be completed AND posted as a group

1.) Group Assignment 1- Intercultural Communication: A Constructivist Frame

Half of the groups will read and discuss Bennett Chapter 1 (Groups 1, 3 & 5)

Half of the groups will read and discuss Bennett Chapter 2 (Groups 2, 4 & 6)

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. read and analyze Your Assigned Chapter - Groups 1, 3 & 5 will read Chapter One and Groups 2, 4 & 6 will read Chapter Two of the Bennett text
- c. post to the Discussion Forum, an assignment that addresses answers to the following questions:
 - * What are the main points Bennett is raising in this chapter? (Discuss at least 4),
 - * Define (in your own words) any of the terms that Bennett uses that you believe others need to understand in order to understand the main points that Bennett is making in the chapter, and
 - * Discuss why these terms and points he has raised in the chapter matter in a course on Prejudice, Discrimination and Hate?

2.) Group Assignment 2- Survival Shelter

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

3.) Group Assignment 3- Intercultural Adaptation and Practices

- * Half will read and discuss Bennett Chapter 4 (Groups 2, 4 & 6)
- * Half will read and discuss Bennett Chapter 5 (Groups 1, 3 & 5)
 - a. Groups will be assigned a chapter (either 4 or 5) from the Bennett text. 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 either Intercultural Adaptation or Intercultural Practices 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 – “Wiesel Text”

- a. Groups are expected to read a text assigned by the faculty (one-third of the groups will read Elie Wiesel's "Night", one-third will read Elie Wiesel's "Day", and the other third will read Elie Wiesel's “Dawn.”

Groups 1 & 2 = will read “Night”

Groups 3 & 4 = will read “Day” – sometimes book is titled “The Accident”

Groups 5 & 6 = will read “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 Wiesel'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.

Final Assignment – to be completed individually and posted to the Final Discussion Forum by the deadline

- a. now that you have completed all other work for the course including many self-assessments, we will complete many of the self-assessments again and do a Pre/Post reflection.
- b. Complete a new assessment on the MSTAT-I, Munroe Multicultural Attitudes Scale & Self-Assessment on Bennett's Model of Intercultural Sensitivity. Post to the discussion board a reflection on how your scores have changed from the beginning of the semester to now (has changed occurred, how much, in what areas, etc.). Include:
 - * personal experiences from the semester that might have contributed to change,
 - * linkages to any assignments that might have had a strong effect on you,
 - * things about your scores that surprise you (in both good and bad ways), and
 - * what areas you would like to continue to make progress in and why.
- c. The goal of the project is to reflect on the entire semester of work and let others know how you think you have changed and why you think those changes have occurred.

Lectures and Assignments

Week 1: Post to Discussion List(s) – **Sunday September 2nd by 8 p.m., post response to discussion forum (Introduction to Self and Bennett's Model of Intercultural Sensitivity) for the week and reply to at least one other student post.**

Week 2: Individual Assignment One – **Thursday September 6 by 8 p.m., assignment post due. Sunday September 9 by 8 p.m., post a reply to at least one other student assignment post.**

Week 3: Group Assignment 1 Due – **Thursday September 13 by 8 p.m., Group Assignment post due. Sunday September 16 by 8 p.m., ALL students respond INDIVIDUALLY to at least one other group post due.**

Week 4: Post to Discussion List(s) - **Sunday September 23 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 September 27 by 8 p.m., assignment post due. Sunday September 30 by 8 p.m., post a reply to at least one other student assignment post.**

Week 6: Post to Discussion List(s) - **Sunday October 7 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 October 11 by 8 p.m., Group Assignment post due. Sunday October 14 by 8 p.m., ALL students respond INDIVIDUALLY to at least one other group post.**

Week 8: Post to Discussion List(s) - **Sunday October 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 October 25 by 8 p.m., assignment post due. Sunday October 28 by 8 p.m., post a reply to at least one other student assignment post.**

Week 10: Post to Discussion List(s) - **Sunday November 4th 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 November 8th by 8 p.m., Group Assignment post due. Sunday November 11th by 8 p.m., ALL students respond INDIVIDUALLY to at least one other group post.**

Week 12: Individual Assignment 4 Due – **Thursday November 15th by 8 p.m., assignment post due. Sunday November 18th by 8 p.m., post a reply to at least one other student assignment post.**

Week 13: Nothing due this week for Thanksgiving Break

Week 14: Group Assignment 4 Postings Due – **Thursday November 29th by 8 p.m., Group Assignment post due. Sunday December 2nd by 8 p.m., ALL students respond INDIVIDUALLY to at least one other group post.**

Week 15: Post to Discussion List – **Sunday December 9th by 8 p.m., post a response to discussion forum prompt for the week AND reply to at least one other student post.**

Week 16: Final Assignment Forum – **Thursday December 13th by 8 p.m., Final Assignment post due. NO REPLY due but please do read and reply to others if you can.**

Because this is an Internet Course, students could post assignments at any time but having students post work ahead while the current discussion is ongoing would disrupt the flow of our conversations. For that reason – posting of work is limited to the week it is due – though you can work on individual assignments ahead (but not post until they are due!). 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.**