



CIEE Prague, Czech Republic

Course Name:	Ethnic and Religious Identity and Prejudice in a Central European Context
Course Number:	CEAS 3006 PRAG / COMM 3002 PRAG
Programs offering course:	CES, CNMJ
Language of instruction:	English
U.S. Semester Credits:	3
Contact Hours:	45
Term:	Fall 2019

Course Description

The course will examine the role of ethnic/religious identity in group prejudice in Central European context and its geopolitical, cultural, ideological, and ethical implications. It will explore the function of communication in large groups and in mass movements and the opportunities it provides for social research. Comparison of the Anglo-American and Continental European traditions of social research will provide insight into complementarities of the two approaches and potential richness for new methodological approaches in the field of communication research. Exploring the historical circumstances in which particular social research scholarship has developed will provide students with more realistic understanding of the scientific process. The course will also discuss the mutual influence of society and social research and the benefits and dangers of this dynamic for democracy.

The students will learn how to identify research problems and build adequate research methodologies. They will be given opportunity to design their own research methodology. This course will enhance their critical thinking and provide them with the understanding of decisive role of connecting the theory and praxis. The theoretical knowledge and research skills acquired in this course will help the students to make competent decisions in their future careers, directly or indirectly dependent on social research: media, advertising, business management, politics, intelligence, and law enforcement, and sociological research institutions – to name just a few.

Learning Objectives

By the end of this course the students will be able to:

- describe and analyze the role of ethnicity and religious affiliation in CE context.
- assess how stereotypes may lead to group prejudice.
- identify and analyze prejudiced group attitudes as they appear in media and other forms of public discourse.
- evaluate the importance of social research for policy planning, and intercept and critically interpret publicly disseminated messages.
- compare and analyze various approaches to social research from historical perspective.



- demonstrate that they have increased their ability build their own social research methodology in communications.
- demonstrate an increased ability of presenting and orally defending their scientifically informed opinion.

Course Prerequisites

Understanding of the basic concepts of sociology is helpful, however not obligatory.

Methods of Instruction

The course will consist of two parts. One (up to Midterm exam) will give the students the necessary theoretical and methodological information for carrying out practical sociological research (in-depth interviews with experts, writing individual and team research reports) in the second part of the course. The lectures will include PowerPoint presentations. They are meant to serve as visual reminders and as a short electronic textbook. The course will also include video materials. After watching them the students will also be asked to answer quizzes or write short reaction papers. Volunteering for individual research assignments and short reports/reaction papers is encouraged and will earn extra credit points for the Final grade. This may take a form of a travel report on a topic previously agreed with the Instructor. Field trips and reaction papers related to the Nazi and Communist past of the Czech Republic will contribute credit points to the final grade. All mandatory reaction papers may increase or deduct (in case of late submission or non-submission) credit points, whilst optional reaction papers will increase the score. During the second (practical) part of the course individual research reports will be assessed both for content and for timeliness. Individual contributions to teamwork and production of the Final Team Report will be monitored and assessed by the Instructor from the point of view of initiative, content and clarity of scientific language during the structured class discussions and editing of the draft texts.

Assessment and Final Grade

1. Homework/Research papers	20%
2. Participation/Discussion	20%
3. Individual PPT presentations	15%
4. Midterm exam	15%
5. Final exam/essay	30%

General description of the requirements

Students are expected to have basic word processing and on-line searching skills. Students should complete their in-class and home assignments in a timely manner and submit them in printed or electronic form as directed by the instructor. In the second (practical) part of the course readings will be generally replaced by homework assignments. However, students will have to constantly refer back to their readings from the first (theoretical) part of the course. The course will finish with an exam in the form of a written essay/academic paper. It will be an essay reacting (affirmatively or negatively) to a paragraph-long statement provided by the instructor. To provide students with the opportunity to monitor



their progress during the course, a Midterm Exam will take place during the 6th week, based on classes from weeks 1-5. The midterm exam is an important milestone as it will conclude the theoretical part of the course. The knowledge acquired during the first part of the course will be applied in the second part during a guided research study. In addition to the above, short quizzes will take place during the entire course, especially during the first (theoretical) part. During this first part of the course students will be asked to write short papers analyzing the video material that will be demonstrated in class. The answers should be based on the course material. Similar exercise will be conducted at the end of the second part, before the Final Exam.

Participation/Discussion

Students are expected to actively participate in the class discussions individually and in smaller groups, based on the course material, home reading and home research assignments. Participation in online class discussions will contribute to a higher participation grade.

Homework/Research papers/PPT presentations

Students are expected to deliver home assignments on time/deadline. Exceptions, for excusable reasons, have to be discussed with instructor beforehand and in a timely manner.

Individual PPT presentations

Midterm exam

Midterm exam will be a written in-class exam answering three questions in short essay form. The questions will concern concepts, theories and their authors discussed in class; some may have sub-questions; one will be situational asking to analyze a situation described in a paragraph (or two) long description of a group conflict situation. The purpose of the midterm exam is to ensure that all students are familiar with the same theoretical concepts and methodology of research, thus enabling them to work efficiently as a research team in the second part of the course.

Final exam

Final exam will have a different format. It will be a take-home exam. Students will write their individual answers to a statement provided by instructor. However, they will be in part dependent on the previous collective team work results, because they will be asked to illustrate their line of argumentation with examples taken from the team research results. Therefore, active participation of all members in the team research work during the second part of the course will be beneficial to the quality of the individual essays in the final exam.

CIEE Prague Class Participation Policy

Assessment of students' participation in class is an inherent component of the course grade. Participation is valued as **meaningful contribution in the digital and tangible classroom**, utilizing the resources and materials presented to students as part of the course. Students are required to actively, meaningfully and thoughtfully contribute to class discussions and all



types of in-class activities throughout the duration of the class. Meaningful contribution requires students to be prepared, as directed, in advance of each class session. This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Students are responsible for following the course content and are expected to ask clarification questions if they cannot follow the instructor's or other students' line of thought or argumentation.

The use of electronic devices is only allowed for computer-based in-class tests, assignments and other tasks specifically assigned by the course instructor. Students are expected to take notes by hand unless the student is entitled to the use of computer due to his/her academic accommodations. In such cases the student is required to submit an official letter issued by his/her home institution specifying the extent of academic accommodations.

Class participation also includes students' active participation in Canvas discussions and other additional tasks related to the course content as specified by the instructor.

Students will receive a partial participation grade every three weeks.

CIEE Prague Attendance Policy

Regular class attendance is required throughout the program, and **all absences are treated equally regardless of reason** for any affected CIEE course. Attendance policies also apply to any required co-curricular class excursions or events, as well as Internship.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

Missing classes will lead to the following penalties:

90-minute semester classes:

<i>Number of 90-minute classes</i>	<i>Equivalent percentage of the total course hours missed</i>	<i>Minimum penalty</i>
one to two 90-minute classes	up to 10%	no penalty
three 90-minute classes	10.1–15%	reduction of the final grade by 3%
four 90-minute classes	15.1–17%	reduction of the final grade by 5%; written warning
five 90-minute classes	17.1–20%	reduction of the final grade by 7%; written warning
six and more 90-minute classes	more than 20%	automatic course failure and possible expulsion



180-minute semester classes:

<i>Number of 180-minute classes</i>	<i>Equivalent percentage of the total course hours missed</i>	<i>Minimum penalty</i>
one 180-minute class	up to 10%	no penalty
two 180-minute classes	10.1–20%	reduction of the final grade by 5%; written warning
three and more 180-minute classes	more than 20%	automatic course failure and possible expulsion

Persistent absenteeism (students approaching 20% of the total course hours missed, or violating the attendance policy in more than one class) will result in a written warning, a notification to the student’s home school, and possibly a dismissal from the program.

Missing more than 20% of the total class hours will lead to a **course failure**, and **potential program dismissal**. This is a CIEE rule that applies to all CIEE courses and is in line with the Participant Contract that each CIEE student signs before arriving on-site.

Late arrival to class will be considered a partial (up to 15 minutes late) or full (15 or more minutes late) absence. **Three partial absences due to late arrivals will be regarded as one full class absence.**

Students must notify their professor and Program Coordinators (PC) beforehand if they are going to miss class for any reason and are responsible for any material covered in class in their absence.

If missing a class during which a test, exam, the student’s presentation or other graded class assignments are administered, **make-up assignment will only be allowed in approved circumstances**, such as serious medical issues. In this case, the student must submit a local doctor’s note within 24 hours of his/her absence to the PC, who will decide whether the student qualifies for a make-up assignment. Doctor’s notes may be submitted via e-mail or phone (a scan or a photograph are acceptable), however **the student must ensure that the note is delivered to the PC.**

Should a truly **extraordinary situation** arise, the student must contact the PC immediately concerning permission for a make-up assignment. Make-up assignments are not granted automatically! The PC decides the course of action for all absence cases that are not straightforward. **Always contact the PC with any inquiry about potential absence(s) and the nature thereof.**

Personal travel (including flight delays and cancelled flights), handling passport and other document replacements, interviews, volunteering and other similar situations are not considered justifiable reasons for missing class or getting permission for make-up assignments.



For class conflicts (irregularities in the class schedule, including field trips, make-up classes and other instances), **always contact the Academic Assistant** to decide the appropriate course of action.

Course attendance is recorded on individual Canvas Course Sites. **Students are responsible for checking their attendance regularly to ensure the correctness of the records.** In case of discrepancies, students are required to contact the Academic Assistant **within one week of the discrepancy date** to have it corrected. Later claims **will not** be considered.

CIEE staff does not directly manage absences at FAMU and ECES, but they have similar attendance policies and attendance is monitored there. Grade penalties may result from excessive absences.

CIEE Academic Honesty Policy

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will preside. Three important principles are considered when defining and demanding academic honesty. These are related to the fundamental tenet that one should not present the work of another person as one's own.

The first principle is that final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information (unless the professor has explicitly announced that a particular test is to be taken on an "open book" basis).

The second principle applies specifically to course work: the same written paper may not be submitted in two classes. Nor may a paper for which you have already received credit at your home institution be submitted to satisfy a paper requirement while studying overseas.

The third principle is that any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another's work or including information told to you by another person. The general rule is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it.

The penalty ranges from an F grade on the assignment, failure in the course to dismissal from the program. The Academic Director is consulted and involved in decision making in every case of a possible violation of academic honesty.

Weekly Schedule

Week 1

Class 1

INTRODUCTION TO GEOPOLITICAL CONCEPT OF CE

Course introduction: How the terms nation, nationality, ethnicity differ in the US and Europe. Nation-State and European identity in historical perspective. Geopolitical rivalries, major geopolitical upheavals and their impact on Central Europe.

Readings: PPT Intro; handouts and/or on-line discussion topics.

Class 2

INTRODUCTION TO EUROPEAN SOCIAL RESEARCH TRADITION (part 1)

Differences and similarities in the Anglo-American and Continental European (French-Russian) traditions of social research. The impact of ideologies and of enshrined theoretical assumptions on the methods of scientific research. Does the logic of scientific discovery apply to social sciences?

Readings: PPT Great Thinkers; Files from the electronic Canvas reader (Le Bon and Tarde: as directed by instructor), handouts and/or on-line discussion topics.

Week 2

Class 1

INTRODUCTION TO EUROPEAN SOCIAL RESEARCH TRADITION (part 2)

The 'giants of the mind' who have contributed to the understanding of formation of collective attitudes and behavior, and large-scale social phenomena.

Readings: PPT Great Thinkers (continued); Files from the electronic Canvas reader (Hayek, Ferro: Preface); handouts and/or on-line discussion topics.

Class 2

ETHNICITY AND GROUP IDENTITY IN EUROPE; RELIGION AND GROUP IDENTITY IN EUROPE

- Nations and ethnicities: political, economic, cultural and socio-psychological implications. Divided and changing loyalties: historical perspective on varying self-image of large groups and strata.

- Religious affiliation in European history: spiritual, cultural and political dimensions. Insider's and outsider's perspectives. How religious affiliation contributes to group identities. Relations of religious institutions to political power. Religious wars and religious peace movements.

Readings: PPTs Ethnic ID and Religious ID; Files from the electronic Canvas reader (Mueller: Banality of Ethic War, optional; Smith: Christianity; Smith: Judaism; Smith: Islam; Hick: Religious Pluralism, as directed by instructor), handouts and/or on-line discussion topics.

Week 3

Class 1

STEREOTYPES AND GROUP PREJUDICE

What is a stereotype? Are all stereotypes bad? What is prejudice? Identifying prejudiced attitudes. Inclusion versus exclusion. Dehumanizing beliefs and attitudes. How do we know if we are prejudiced? The coercive influence of social environment. What is normal and what is asocial? Is the society always right? What is the role of dissenter? What are the options?

Readings: PPT Stereotypes & Prejudice; Files from the electronic Canvas reader (Allport), handouts and/or on-line discussion topics.

Class 2

FORMS OF GROUP PREJUDICE

Group behavior and State policies (in theory and in historical CE context): personal discrimination, institutional discrimination, assimilation, integration, purism, multiculturalism, “melting pot” and “mixed salad bowl.” Racism and other pseudo-specie theories as State policies. Human rights: individual rights and community rights, international and national interpretations.

Readings: PPT Forms of Group Prejudice; Files from the electronic Canvas reader (Fascism: Madeleine Albright; Zakaria), handouts and/or on-line discussion topics.

Week 4

Class 1

SOCIOLOGICAL RESEARCH METHODS AND DETECTION OF GROUP ATTITUDES

Qualitative and quantitative methods. How to identify a research problem? Where to start? What questions to ask? Will quantitative or qualitative research provide the answers? Mapping the problem areas. Articulating the problem. How to measure the intensity and momentum of collective phenomena? What the statistics can and cannot tell us? Is the empirical data deductive or inductive? The function and place of hypothesis.

Readings: PPT Manipulation; Files from the electronic Canvas reader (Cunningham: Propaganda; Ellul 1; Ellul 2), handouts and/or on-line discussion topics.

Class 2

HERMENEUTICS AND BIAS IN SOCIAL RESEARCH

Identifying potential correlations. Which theories explain, address or touch upon such correlative processes? Being aware of our own hermeneutical perspective. Do differences in perspective mean biased research? Choosing theories which have lesser number of anomalies in greater number of situations. Finding our own hermeneutical key. Formulating a working hypothesis and fine-tuning the research questions.

Week 5

Readings: PPT Hermeneutics; PPT Social Research in Communication; Files from the electronic Canvas reader (Jenkins 1, Jenkins 2; Burkhardt); handouts and/or on-line discussion topics.

Class 1

COMMUNICATION AND OPPORTUNITIES FOR SOCIAL RESEARCH

The function of communication in large groups and in mass phenomena. How to intercept and interpret a collective-emotion-generating message? How to measure the intensity of message. Is this a different cultural or social perspective or are we facing disinformation, propaganda and hate-speech? Is there a manipulation? Who is doing this? What are the objectives?

Readings: PPT Social Research in Communication; Files from the electronic Canvas reader (Ellul 1; Ellul 2); handouts and/or on-line discussion topics.

Class 2

THE ROLE OF COMMUNICATION IN GROUP IDENTITY

Political communication and potential for manipulation of public emotions: theories and historical examples. The world through the lens of communication: the opportunities for research, policy planning, advocacy and changes in communal behavior. Is there a universally accepted communication theory? How can we define communication? The concepts of interpersonal and collective communicative processes. Community versus a multitude of isolated individuals. Information versus manipulative ideology.

Communication and the democratic assumption.

Readings: PPT Communication & Group ID; Files from the electronic Canvas reader (Fukuyama: End of History); handouts and/or on-line discussion topics.

Week 6

Midterm Exam

Week

Class 1

SCIENTIFIC RESEARCH CRITERIA APPLIED TO COMMUNICATION

Steps of research: Identifying the research problem and delineating the boundaries. Is this a one-discipline problem or is it an interdisciplinary issue? What expertise we will need? Who will consult us? Surveying theories addressing this problem. Analyzing the aspects covered by each theory. What they explain? What are the anomalies? Is there a theory with lesser number of anomalies? Is this theory clashing with all aspects of interpretations of other theories or are there aspects which may be compatible and complimentary?

Readings: PPT Scientific Research; PPT Social Research in Communication; Files from the electronic Canvas reader (Popper: Poverty of Historicism); handouts and/or on-line discussion topics.

Class 2

MIDTERM EXAM

Written in-class exam.

Week 7

Class 1

HOW TO BUILD YOUR OWN RESEARCH METHODOLOGY IN COMMUNICATION

Applying the steps of research practically. Choosing a research object. Delineating the boundaries. Surveying the theories. Choosing the method of research. Articulating the problem and forming a working hypothesis. Specifying research questions.

Readings: PPT Building Methodology; Files from the electronic Canvas reader (Popper: Logic of Scientific Discovery); handouts and/or on-line discussion topics.

Class 2

PREPARING FOR RESEARCH: CHECKING YOUR METHODOLOGY FOR REALITY AND FOR THE LOGIC OF SCIENTIFIC DISCOVERY

Testing for falsifiability and scientific logic. Learning the process of adjustment and fine-tuning of your methodology.

Readings: PPT Steps of Methodology; Files from the electronic Canvas reader (Popper: Logic of Scientific Discovery-continued); handouts and/or on-line discussion topics

Week 8

Class 1

PREPARING FOR RESEARCH: APPLYING YOUR METHODOLOGY

- Setting the goals of your group research project;
- Group exercise: Discuss the questionnaire: divide the roles (choose or distribute the questions among the members of the Research Team); agree on the ground rules.

Readings: PPT Dissemination; Files from the electronic Canvas reader (as directed by instructor); handouts and/or on-line discussion topics.

Class 2

RESEARCH: COLLECTING AND PROCESSING THE DATA

- Doing the field research: in-depth expert interview: In class (or other location): ask questions and follow-up questions to the expert; take notes.

- Homework for next class: write individual reports on your assigned part of research. Send your report electronically to instructor.

Readings: Handouts and home research.

Week 9

Class 1

RESEARCH: IN-DEPTH INTERVIEWS (subject to rescheduling depending on the availability of experts)

Readings: Individual student research notes and review of the corresponding material from previous classes.

What are the problematic issues? Research team discussion.

- Discussing and correcting the draft text. In class: Assign roles for discussion and record-keeping. Elect an Editorial Board; Designate a Writer(s)
- Homework: Individual reports; If this is the interview day, then writer(s)/editor(s) send the first draft text to all members of Research Team and to instructor by posting it into appropriate discussion post in course Discussions forum.

Class 2

WRITING/DISCUSSING THE DRAFT FINAL REPORT

Interpreting the results; articulating the findings. Discussing and correcting the draft text.

- Homework for next class: Editorial Board works on improving the text (Editorial Board members may change).

Readings: New research materials as directed by instructor.

Week 10

Class 1

PRESENTING/DISCUSSING YOUR RESEARCH RESULTS (PART I)

Presenting your individual findings and conclusions. Defending your opinion in a peer discussion.

- Based on written summary, presentation and peer discussion the research team decides what adjustments/corrections are needed. Instructor monitors the teamwork (The quality of the written research summary and the oral presentation and defense of your research conclusions are equally important for your grade. Participation in peer discussion contributes to the grade of all participants).

Readings: PPT Presenting Research 1; Review of the corresponding material from previous classes.

Class 2

PRESENTING/DISCUSSING YOUR RESEARCH RESULTS (PART II)

Presenting your group findings and conclusions. Defending your opinion in a peer discussion.

- Based on written group discussion summary, presentation and peer discussion, the instructor will recommend fine-tuning adjustments/corrections.

Readings: PPT Presenting Research 2; Review of the corresponding material from previous classes.

Week 11

Class 1

Field Trip

Class 2



DISCUSSING RESEARCH RESULTS (AGREEING ON THE FINE-TUNED FINAL TEXT, Part 1 and 2)

Presenting your findings and conclusions (continued). Defending your opinion in a peer discussion.

- Volunteering/appointing the Final Text Writing Group.
- (Based on the written summary, presentation and peer discussion instructor may recommend final adjustments/corrections).

Readings: Research notes and team discussion notes. Apply readings from the first (theoretical) part of the course to your home assignments.

Week 12

Class 1

PRESENTING THE FINE-TUNED RESEARCH RESULTS

- Presenting the adjustments/corrections.
- Research team appoints the Final Text Writing Group.
- Instructor feedback.
- Agreement on the procedure for the final exam.

Readings: PPT Rhetoric 1 and as directed by instructor.

Class 2

APPLYING THE RESULTS IN POLICY PLANNING AND/OR ADVOCACY

Working with customers: Explaining the conclusions and how to use them. Making presentations and/or providing additional presentation materials. Writing research-based articles. Assisting journalists writing about our research-related issues. Participating in conferences. Introducing your product to potential new customers. Furthering social awareness in society.

Readings: PPT Rhetoric 2 and as directed by instructor.

Final Exam Week

Class 1

REVIEW OF THE COURSE AND OF THE WORK OF RESEARCH GROUPS

Course review.

Readings: PPT Review; Team research materials.

Class 2

WRITTEN TAKE-HOME TEST IN THE FORM OF AN ESSAY/ACADEMIC PAPER

Readings: As directed by instructor.

Course Materials



Readings

- Adorno, Theodor. *The Culture Industry*. London & New York: Routledge, 2010.
- Allport, Gordon W. *The Nature of Prejudice*. USA: Addison-Wesley Publishing Company, 1954.
- Chakotin, Serge. *The Rape of the Masses*. New York: Haskell House Publishers, 1971.
- Durkheim, Emile. *Suicide: A Study in Sociology*. London & New York: Routledge, 2002.
- Ferro, Marc. *The Use and Abuse of History*. London & New York: Routledge, 2003.
- Fromm, Erich. *The Sane Society*. London & New York: Routledge, 2008.
- Fromm, Erich. *The Fear of Freedom*. London & New York: Routledge, 2010.
- Hayek, Friedrich August. *The Road to Serfdom*. London & New York: Routledge, 2008.
- Huntington, Samuel P. *The Clash of Civilizations and the Remaking of World Order*. London: Simon & Shuster, 1996.
- Popper, Karl. *The Logic of Scientific Discovery*. London & New York: Routledge, 2010.
- Smith, Huston, *The World's Religions*, USA: HarperSanFrancisco, 1991.
- Stiglitz, Joseph E. *Globalization and its Discontents*. London: Penguin Books, 2002.
- Zakaria, Fareed. November/December 1997. "The Rise of Illiberal Democracy." *Foreign Affairs* (USA), 22-45.
- Zvagulis, Peter. "From Propaganda to News: Patterns of Media Development in Post-Communist Europe," in E. Soler y L. Calvo (eds) *Transiciones culturales: perspectivas desde Europa Central y del Este*. Madrid: CSIC, 2016.
- A number of other readings are available electronically on Canvas Readings in the course Modules.

Films

- Excerpt from Nazi propaganda film "The Triumph of the Will" by Leni Riefenstahl.
- Excerpt from Nazi propaganda film "The Eternal Jew" by Fritz Hippler.
- Excerpt from "Hotel Rwanda" by Terry George.
- Excerpt from "Forgotten Transports to Latvia" by Lukas Pribyl (optional).

Online Resources

Links for discussion updates: current topics several times a week. Links with prompting questions will be provided by instructor as they appear in the media or as relevant to the class topics.