The course examines the role of ethnic/religious identity in group prejudice in the Central European context and its geopolitical, cultural, ideological, and ethical implications. It explores the role 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 in social research provide insight into the 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 provides students with more realistic understanding of the scientific process. The course also discusses the mutual influence of society and social research and the benefits and dangers of this dynamics for democracy. Students learn how to identify research problems, build adequate research methodologies and ultimately have an opportunity to design their own research methodology. This course enhances students’ critical thinking and explores the decisive role of connecting theory and praxis. The theoretical knowledge and research skills acquired in this course help students 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 completing this course, students will:

- 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 the historical perspective;
- Demonstrate competence in building their own social research methodology in communications;
- Demonstrate competence of presenting and orally defending their scientifically informed opinions.

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.
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.

Assessment and Final Grade

1. Homework/Research Papers 20%
2. Individual PPT Presentations 15%
3. Midterm Exam 15%
4. Final Exam / Essay 30%
5. Participation / Discussion 20%
TOTAL 100%

Course Requirements

Homework/Research Papers

Individual 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 / Essay

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.

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.

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.

**Attendance**

Regular class attendance is required throughout the program.

If you will miss a class for any reason, notify the Program Coordinator and your instructor beforehand via Canvas. You are responsible for any materials covered in class during your absence, and except in the specific cases listed below, credit will not be granted for missed assessments.

Excessive absences will result in a notification letter, and finally a warning letter, sent to you and your home school, based on the following:

<table>
<thead>
<tr>
<th>% of course hours missed</th>
<th>Number of CIEE classes</th>
<th>Minimum penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 10%</td>
<td>One to Three 90-min. classes; or One 180-min. class</td>
<td>No penalty</td>
</tr>
<tr>
<td>10% - 20%</td>
<td>Four 90-min. classes</td>
<td>Written notification* to the student, followed by a warning letter to the student and home school; 3% reduction in the final grade</td>
</tr>
<tr>
<td></td>
<td>Five 90-min. classes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two 180-min classes</td>
<td></td>
</tr>
<tr>
<td>More than 20%</td>
<td>Six 90-min. classes; or Three 180-min. classes</td>
<td>Automatic course failure, and possible expulsion with notification to the home school</td>
</tr>
</tbody>
</table>

* The notification letters are intended to ensure that you are well advised in advance of any potential for failure or dismissal, so that you can take steps to avoid this.

As the table shows, **missing more than 20% of any class (e.g., due to undocumented illness, travel delays, flight cancellations, over-sleeping, etc.) results in automatic failure of the course.**

If you miss an assessment in class due to an absence, you will be able to make it up in the following instances:

- You provide a relevant doctor's note from a local medical professional to your Program Coordinator within 24 hours of your absence (a scan or photograph sent via e-mail are acceptable)
- A CIEE staff member verifies that you were too ill to attend class.
- You provide evidence of a family emergency to your Program Coordinator.
- You have an approved absence related to the observance of a religious holiday from the Academic Director based on a request submitted before you arrived onsite.

**Please note:** Absences incurred due to documented illness, documented family emergency or the observance of a religious holiday approved before arrival onsite do not count towards the total of absences. Students may self-certify one absence due to illness without providing a doctor’s note as long as they notify the Program Coordinator within 24 hours of their absence by e-mail or a text message.

**Other attendance-related policies**

If you transfer from one CIEE class to another during the Add/Drop period, you will not be considered absent from the first session(s) of the new class provided you were marked present for the first session(s) of the original class.
If you are over 15 minutes late for a class, the instructor is required to mark you absent.

In case of class conflicts (irregularities in the class schedule, including field trips and make-up classes), always contact the Academic Department to decide the appropriate course of action.

Please remember to track your attendance on the Canvas Course Sites and report any errors in the record to the Academic Department within one week of the discrepancy date, as later claims may not be considered.

These attendance rules also apply to any required co-curricular excursion, activity, or event, and to for-credit internships.

CIEE staff does not manage absences at partner institutions providing direct enrollment classes (FAMU, ECES and FSV), but they have similar attendance policies and attendance is monitored there. Grade penalties may result from excessive absences.

*N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.*

**Weekly Schedule**

**Week 1**

**Class: 1.1 INTRODUCTION TO GEOPOLITICAL CONCEPT OF CE**


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

**Class: 1.2 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: 2.1 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: 2.2 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: 3.1 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: 3.2 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: 4.1 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: 4.2 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.

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.

Week 5
Class: 5.1 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: 5.2 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
Class: 6.1 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 inter-disciplinary issue? What expertise will we 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:** 6.2  MIDTERM EXAM

Written in-class exam.

**Week 7**

**Class:** 7.1  **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:** 7.2  **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:** 8.1  **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:** 8.2  **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:** 9.1  **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
Class: 9.2 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: 10.1 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: 10.2 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: 11.1 Field Trip

Class: 11.2 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: 12.1 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: 12.2 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
Week 13
Class: 13.1 REVIEW OF THE COURSE AND OF THE WORK OF RESEARCH GROUPS

Course review.

Readings: PPT Review; Team research materials.

Class: 13.2 WRITTEN TAKE-HOME TEST IN THE FORM OF AN ESSAY/ACADEMIC PAPER

Readings: As directed by instructor.

Course Materials
Readings


A number of other readings are available electronically on Canvas Readings in the course Modules.

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.

Media Resources

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).