

Comm 311: Fall 2020

Peace Communication: The Use and Abuse of Communications in Intergroup Conflict

Lecture: Tuesday-Thursday 12:00-1:30pm

Location: Virtual; synchronous and recorded

Instructor: Dr. Samantha Moore-Berg

Emails: samantha.mooreberg@asc.upenn.edu

Office Hours: T-Th 1:30-2:30 and by appointment

Course Overview

Why are conflicts between groups of humans so tragically predictable? What drives us to exclude, demean and fight with members of other groups? And what can we do about it? In this class, we will examine the biological roots of intergroup conflict between religious, ethnic and political groups, and take a critical view of the ways in which psychology and communication have been employed to help foment or transcend conflict.

In the first part of the course, we will examine the theoretical work from intergroup psychology. In the second part of the course, we will examine the specific biases that drive conflict (e.g., stereotypes, emotions, prejudice, dehumanization) and how they are measured using both explicit self-report and implicit measures (e.g., physiology, neuroimaging); in the third part, we will explore the interventions that have been demonstrated to work (and fail) to decrease intergroup conflict. No prior experience in psychology or neuroscience is required. The course is lecture-based but will include class discussions and in-class activities.

Format

The course will consist of virtual lectures and class discussion. All lectures will be recorded, and lecture material will be posted online by 10:00am on lecture day. There will also be two short (3-5 page) papers, weekly reflections, discussion questions, and one presentation. See details below.

Readings

Required reading materials for the course will be available on Canvas for download.

SNF Paideia

This course is part of the Stavros Niarchos Foundation (SNF) Paideia Program, which serves as a hub for civic dialogue in undergraduate education at Penn. SNF Paideia courses offer a robust, interdisciplinary civic education that is accessible to all Penn undergraduates and highlights the role that civil discourse, dialogue across difference, and wellness play in cultivating integrated citizenship within the Penn Community. See how you can get more involved at <https://snfpaideia.upenn.edu>

Course Grading

Discussion Questions (10%)

For each lecture, students will develop questions and comments about the most intriguing or puzzling issues in the readings, their perceptions of the strengths or weaknesses of the theories or studies presented in the readings, and their sense of directions for subsequent theoretical or empirical work. Students should think about the readings and their implications for furthering our understanding of intergroup conflict and conflict resolution. **Discussion questions will be due Sunday by 10:00pm before class (Tuesday classes) and Wednesday by 10:00pm (Thursday classes).** Each student will be required to submit on Canvas (via a private submission) one thoughtful question about the material. Questions should include but are not limited to links between the readings and lecture material, potential conceptual gaps in the literature, and related current events and controversies. **Discussion questions are scored credit/no credit. Credit will be given provided your question is relevant to the assigned reading(s). Students are required to complete 20 out of 24 discussion questions throughout the semester. The first 10 discussion questions will be mandatory.**

Weekly Reflections (25%)

At the end of each week, students will be asked to reflect on what they learned during the week. Students will be provided with up to three questions and will be required to respond one of them. Responses should be between 250-500 words. **Weekly reflections will be due Sunday by 10:00pm following the previous week's lectures. Students are required to complete 10 out of 13 weekly reflections throughout the semester. The first 5 weekly reflections will be mandatory.**

Short paper (25%)

One brief (~3 page, double spaced) paper, commentary, or blog post in which you apply the theory and terminology of the intergroup literature from class to a real-world context. Assignments will be graded for how interesting and accurate they are, not by how long or how many specific references they incorporate. Try to apply the lens of the intergroup literature to an intergroup situation that is interesting to you. A grading rubric will be posted on Canvas. **This assignment will be due mid-semester (date 10/8 by 11:59pm).**

Research Proposal (25%)

For the second half of the term, you will be asked to write a proposal (3-5 pages, double spaced) proposing a novel research study related to intergroup processes or to interventions that reduce conflict, prejudice, or discrimination. Students will review relevant literature to develop a rationale for the research, formulate a research question, develop hypotheses for the research question, and propose research methods to test your research question and hypotheses. A grading rubric will be posted on Canvas. **This assignment will be due at the end of the semester (date 12/16 by 11:59pm).**

Research Presentation (15%)

Students will briefly (3-5-minute presentations) present their research proposals **during the last week of class.** For students unable to attend the lecture (due to time zone restrictions, illness,

etc.), they can record their presentations and upload them to Canvas. A grading rubric will be posted on Canvas. If you **cannot present your proposal during lecture**, you need to upload your presentation to Canvas by **11:59pm on December 8th**.

Grading Policy

97% -- 100% A+	87% -- 89.9% B+	77% -- 79.9% C+	67% -- 69.9% D+
93% -- 96.9% A	83% -- 86.9% B	73% -- 76.9% C	60% -- 66.9% D
90% -- 92.9% A-	80% -- 82.9% B-	70% -- 72.9% C-	59.9% and below F

Course Policies

Late Policy

Discussion Questions: Failure to submit the discussion question will result in no credit. **Exception:** Only if the student has an emergency that can be documented (for example, a car accident). In the case of an emergency, contact Dr. Moore-Berg as soon as possible. **Students are required to complete 20 out of 24 discussion questions throughout the semester. The first 10 discussion questions will be mandatory.**

Weekly Reflections Deduct 10% per day (including weekend days) – No acceptance past 5 days. Submit your work to Canvas by **10:00pm on the Sunday following the previous week's lecture**. No work will be accepted in my mailbox or email. No papers will be accepted more than 5 days late. **Exception:** Only if the student has an emergency that can be documented (for example, a car accident). In the case of an emergency, contact Dr. Moore-Berg as soon as possible. **Students are required to complete 10 out of 13 weekly reflections throughout the semester. The first 5 weekly reflections will be mandatory.**

Short Paper and Research Proposal: Deduct 10% per day (including weekend days) – No acceptance past 5 days. Submit your work to Canvas by **11:59pm on the day it is due**. No work will be accepted in my mailbox or email. No papers will be accepted more than 5 days late. **Exception:** Only if the student has an emergency that can be documented (for example, a car accident). In the case of an emergency, contact Dr. Moore-Berg as soon as possible.

Research Presentations: Research presentations will be conducted during the last week of class. If you **cannot present your proposal during lecture**, you need to upload your presentation to Canvas by **11:59pm on December 8th**. Deduct 10% per day (including weekend days) – No acceptance past 5 days. **Exception:** Only if the student has an emergency that can be documented (for example, a car accident). In the case of an emergency, contact Dr. Moore-Berg as soon as possible.

Participation

It is expected that students complete the readings by the day to which they are assigned. I appreciate questions in class, but this is not mandatory. However, the course is small, so it is expected that students come with questions and provide input. There is no grade associated with participation, but strong participation can nudge you to a higher grade (e.g., B+ to A-), if you are close. If you are anxious about talking in front of a group (I know I was in some classes in college) or cannot attend the live lecture, think about coming to office hours or scheduling individual meetings with me to talk a bit one-on-one.

Help (Ask Early and As Often as Needed)

If you have any problems or concerns throughout the class, please come see me during office hours before it is too late at the end of the semester. I am happy to work with you during the semester to help facilitate your understanding of the course material—I am really excited to learn with you! Please use office hours whenever possible, but I am willing to make appointments if your schedule makes it impossible to make my office hours.

Academic Integrity

Academic honesty is fundamental to our community, and the vast majority of Penn students conduct themselves consistent with the Code of Academic Integrity. A confirmed violation of that Code in this course will result in failure of the course.

Illness, absences, etc.

Here is the general policy regarding absences: <https://www.college.upenn.edu/class-attendance>
I would add that you should let me know if you plan to be absent, or if you missed a class unexpectedly. If you have any conflict or concern, come talk to me. The sooner the better. I am sure we can work something out.

Canvas Policies

It is your responsibility to update your Canvas e-mail address to one that you check on a regular basis. If you fail to check your e-mail, or if e-mail sent to you is returned as undeliverable, you still are responsible for the content of the e-mail. It is your responsibility to check that your scores posted on canvas are accurate. In the event of inaccurate or missing scores, contact Dr. Moore-Berg immediately.

A Grade of “Incomplete”

See the University Policy here: <https://www.college.upenn.edu/incomplete-grades>

Religious Holidays

Please submit your request for religious accommodations to us by the beginning of class on 9/15 so that we can work out an appropriate arrangement.

PENN STUDENT RESOURCES	COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) 215-898-7021 <i>(including nights/weekends)</i>	OFFICE OF THE CHAPLAIN 215-898-8456	WEINGARTEN LEARNING RESOURCES CENTER 215-573-9235	HELP LINE 215-898-HELP <i>(215-898-4357)</i>
	RAP LINE (REACH A PEER, 9PM - 1AM) 215-573-2RAP <i>(215-573-2727)</i>	SPECIAL SERVICES 215-898-6600	STUDENT INTERVENTION SERVICES (SIS) 215-898-6081	STUDENT HEALTH SERVICE (SHS) 215-746-3535

If you find yourself having difficulty with the course material or any other difficulties in your student life, don't hesitate to ask for help! Come to me, or if it is about an issue beyond this class, please contact your major advisors, or get help from any number of other support services on campus. If you are a Communication major, you can get help by making an appointment with Alison Feather at alison.feather@asc.upenn.edu.

The Marks Writing Center, located at 3808 Walnut Street, offers one-on-one consultation with student writers who need help developing ideas, or need advice, guidance or additional instruction on any aspects of writing in any class. Tutors are prepared to spend forty-five minutes per appointment, and there is no limit to the number of tutoring sessions you can have each semester. Make an appointment and be on time! Bring two copies of the paper on which you're working, as well as any related drafts or notes, and information about the assignment. You can visit the Marks writing center during their drop-in hours or schedule an appointment at <https://upenn.mywconline.com/> Visit the Writing Center website at <http://writing.upenn.edu/critical/wc/> for more information.

The Office of Learning Resources can help if you feel you need more individualized instruction in reading and/or writing, study skills, time management, etc. Phone: (215) 573-9235 <http://www.vpul.upenn.edu/lrc/lr/>

Students with Disabilities: University of Pennsylvania provides reasonable accommodations to students with disabilities who have self-identified and been approved by Student Disabilities Services (SDS). If you have not yet contacted SDS and would like to request accommodations or have questions, you can make an appointment by calling SDS at 215-573-9235. The office is located in the Weingarten Learning Resources Center at Stouffer Commons 3702 Spruce Street, Suite 300. All services are confidential.

Counseling and Psychological Services (CAPS) offers free and confidential services to all Penn undergraduate, graduate, and professional students. You may seek free and confidential services from CAPS online. <http://www.vpul.upenn.edu/caps>

Course Schedule

Note: Schedule and readings are subject to change during the course – so don't read too far ahead :-)

Date	Lecture	Readings	Assignment
Tuesday, 9-1	Course Roadmap: The science of conflict and transcending tribalism	None	None
PART I: THE PSYCHOLOGICAL ROOTS OF CONFLICT			
Thursday, 9-3	Social Identity Theory: The Origins of 'Tribalism'	<p>Readings:</p> <p><i>I. Hogg, M. A., & Reid, S. A. (2006). Social identity, self-categorization, and the communication of group norms. Communication Theory, 16(1), 7-30.</i></p>	<p>Mandatory discussion question due 9/2 by 10:00pm</p> <p>Mandatory Weekly Reflection Due: 9/6 by 10:00pm</p>
Tuesday, 9-8	Tribalism: Are We Born to Hate?	<p>Readings:</p> <p><i>1. Mandalaywala, T. M., Ranger-Murdock, G., Amodio, D. M., & Rhodes, M. (2019). The nature and consequences of essentialist beliefs about race in early childhood. Child Development, 90(4), e437-e453.</i></p> <p><i>2. Rhodes, M. (2020). Are humans born to hate? Three myths and three developmental lessons about the origins of social categorization and inter-group bias. In J. Decety (2020). The social brain: A developmental perspective. MIT Press.</i></p>	<p>Mandatory discussion question due 9/6 by 10:00pm</p>
Thursday, 9-10	Biological Foundations of Tribalism	<p>Readings:</p> <p><i>1. Cikara, M. & van Bavel J. (2014). The Neuroscience of Intergroup Relations: An</i></p>	<p>Mandatory discussion question due 9/9 by 10:00pm</p>

		<i>Integrative Review. Perspectives on Psychological Science. 9(3) 245-274.</i>	Mandatory Weekly Reflection Due: 9/13 by 10:00pm
Tuesday, 9-15	Classical Tribalism: Reinterpreting Classic Studies Through a Social Identity Lenses	<p>Readings:</p> <p>1. <i>Refresher on the Milgram Studies: 12-minute Video</i></p> <p>2. Reicher, S. D., Haslam, S. A., & Smith, J. R. (2012). <i>Working toward the experimenter reconceptualizing obedience within the Milgram paradigm as identification-based followership. Perspectives on Psychological Science, 7(4), 315-324.</i></p>	Mandatory discussion question due 9/13 by 10:00pm
Thursday, 9-17	Contemporary Tribalism: An Assessment of Meta-perceptions & Norms	<p>Readings:</p> <p>1. Moore-Berg, S.L., Ankori-Karlinsky, L., Hameiri, B., & Bruneau, E.G. (2020). <i>Exaggerated Meta-Perceptions Predict Intergroup Hostility Between American Political Partisans. Proceedings of the National Academy of Science.</i></p> <p>2. McDonald, R. I., & Crandall, C. S. (2015). <i>Social norms and social influence. Current Opinion in Behavioral Sciences, 3, 147-151.</i></p>	<p>Mandatory discussion question due 9/16 by 10:00pm</p> <p>Mandatory Weekly Reflection Due: 9/20 by 10:00pm</p>
Tuesday, 9-22	Beyond Tribalism: Social Dominance Orientation and Right-Wing Authoritarianism	<p>Readings:</p> <p>1. Sidanius J, Cotterill S, Sheehy-Skeffington J, Kteily N, Carvacho H. <i>Social dominance theory: explorations in the psychology of oppression. In Social dominance theory: explorations in the psychology of oppression.</i></p> <p>2. Jost, J. T., Liviatan, I., Van Der Toorn, J., Ledgerwood, A., Mandisodza, A., & Nosek, B. A. (2011). <i>System justification: A motivational process with implications for social conflict. In Justice and conflicts (pp. 315-327): Springer.</i></p>	Mandatory discussion question due 9/20 by 10:00pm

<p>Thursday, 9-24</p>	<p>Beyond Tribalism II: Moral Foundations and Sacred Values</p>	<p>Readings:</p> <p>1. Cranmer, G. A., & Martin, M. M. (2015). <i>An examination of aggression and adaption traits with moral foundation</i>. <i>Communication Research Reports</i>, 32(4), 360-366.</p> <p>2. Monroe, A. E., Wyngaarden, J. B., & Plant, E. A. (2020). "They should have followed the rules": <i>Trade-offs Between Fairness and Authority Values Predict Judgments of Social Justice Protests</i>. <i>Social Psychological and Personality Science</i>.</p> <p>3. <i>Haidt TED talk</i>.</p>	<p>Mandatory discussion question due 9/23 by 10:00pm</p> <p>Mandatory Weekly Reflection Due: 9/27 by 10:00pm</p>
<p>Tuesday, 9-29</p>	<p>Beyond Tribalism III: Victimhood, Belonging, and Agency</p>	<p>Reading:</p> <p>1. Twali, M. Hameiri, B., Vollhardt, J.R., & Nadler, A. (2020). <i>Experiencing Acknowledgment Versus Denial of the Ingroup's Collective Victimization</i>. In: <i>The Social Psychology of Collective Victimhood</i>.</p> <p>2. Ginges, J., Sheikh, H., Atran, S., & Argo, N. (2016). <i>Thinking from God's perspective decreases biased valuation of the life of a nonbeliever</i>. <i>Proceedings of the National Academy of Sciences</i>, 113(2), 316-319.</p>	<p>Mandatory discussion question due 9/27 by 10:00pm</p>
<p>Thursday, 10-1</p>	<p>Consequences of Tribalism and Social Dominance Orientation: Discrimination</p>	<p>Readings:</p> <p>1. Pager, D., & Shepherd, H. (2008). <i>The sociology of discrimination: Racial discrimination in employment, housing, credit, and consumer markets</i>. <i>Annual review of sociology</i>, 34, 181. (up to p. 12 only)</p> <p>2. Okonofua, J. A., & Eberhardt, J. L. (2015). <i>Two Strikes Race and the Disciplining of Young Students</i>. <i>Psychological Science</i>, 26(5), 617-624.</p>	<p>Mandatory discussion question due 9/30 by 10:00pm</p> <p>Mandatory Weekly Reflection Due: 10/4 by 10:00pm</p>

Tuesday, 10-6	Consequences of Tribalism and Social Dominance Orientation II: Interpersonal vs. Systemic Discrimination	<p>Reading:</p> <ol style="list-style-type: none"> 1. Read <i>Letter from Birmingham Jail</i> 2. Kraus, M. W., Onyeador, I. N., Daumeyer, N. M., Rucker, J. M., & Richeson, J. A. (2019). <i>The Misperception of Racial Economic Inequality. Perspectives on Psychological Science, 14(6)</i>, 899–921 	<p>Mandatory discussion question due 10/4 by 10:00pm</p> <p>Don't forget... short paper due on Thursday 10/8!</p>
Thursday, 10-8	Consequences of Tribalism and Social Dominance Orientation III: Psychological Threats of Racism	<p>Readings:</p> <ol style="list-style-type: none"> 1. 'Whistling Vivaldi', Chapter 1 2. Saleem, M. & Ramasubramanian, S. (2019) <i>Muslim Americans' Responses to Social Identity Threats: Effects of Media Representations and Experiences of Discrimination, Media Psychology, 22:3</i>, 373-393 	<p>Short Paper due today! (11:59pm)</p> <p>Discussion question due 10/7 by 10:00pm</p> <p>Weekly Reflection Due: 10/11 by 10:00pm</p>
PART II: MEASURING INTERGROUP BIASES			
Tuesday, 10-13	Implicit Bias vs. Explicit Bias	<p>Readings:</p> <ol style="list-style-type: none"> 1. Dovidio, J., Kawakami, K., & Gaertner, S. (2002). <i>Implicit and explicit prejudice and interracial interaction. Journal of Personality and Social Psychology, 82(1)</i>, 62-68. 2. Daumeyer, N. M., Onyeador, I.N., Brown, X. & Richeson, J.A. (2019). <i>Consequences of attributing discrimination to implicit vs. explicit bias. Journal of Experimental Social Psychology, 14(6)</i> 899–921 	<p>Discussion question due 10/11 by 10:00pm</p>
Thursday, 10-15	Perceptual Biases	<p>Readings:</p> <ol style="list-style-type: none"> 1. Waytz, A., & Young, L. (2012). <i>The group-member mind trade-off: Attributing mind to groups versus group</i> 	<p>Discussion question due 10/14 by 10:00pm</p>

		<p><i>members. Psychological Science, 23(1), 77-85.</i></p> <p>2. Atwell Seate, A., & Mastro, D. (2016). <i>Media's influence on immigration attitudes: An intergroup threat theory approach. Communication Monographs, 83(2), 194-213.</i></p>	<p>Weekly Reflection Due: 10/18 by 10:00pm</p>
Tuesday, 10-20	'Cold' Biases: Reactive Devaluation, Confirmation Bias, Group Attribution Error	<p>Readings:</p> <p>1. Kennedy, K. A., & Pronin, E. (2008). <i>When disagreement gets ugly: perceptions of bias and the escalation of conflict. Pers Soc Psychol Bull, 34(6), 833-848.</i></p> <p>2. Knobloch-Westerwick, S., Mothes, C., & Polavin, N. (2020). <i>Confirmation Bias, Ingroup Bias, and Negativity Bias in Selective Exposure to Political Information. Communication Research, 47(1), 104-124.</i></p>	<p>Discussion question due 10/18 by 10:00pm</p>
Thursday, 10-22	'Cold' Biases II: Homogeneity, Entitativity, Collective Blame, Vicarious Retribution	<p>Readings:</p> <p>1. Kteily, N., Hodson, G., & Bruneau, E. (2016). <i>They see us as less than human: Metadehumanization predicts intergroup conflict via reciprocal dehumanization. Journal of Personality and Social Psychology, 110(3), 343-370.</i></p>	<p>Discussion question due 10/21 by 10:00pm</p> <p>Weekly Reflection Due: 10/25 by 10:00pm</p>
Tuesday, 10-27	'Hot' Biases: Fear, Anger, Guilt, Shame	<p>Readings:</p> <p>1. Smith, E. R., & Mackie, D. M. (2016). <i>Group-level emotions. Current Opinion in Psychology, 11, 15-19.</i></p> <p>2. Pliskin, R., Ruhrman, A., & Halperin, E. (2020). <i>Proposing a multi-dimensional, context-sensitive approach to the study of ideological (a)symmetry in emotion. Current Opinion in Behavioral Sciences, 34, 75-80.</i></p>	<p>Discussion question due 10/25 by 10:00pm</p>
Thursday, 10-29	'Hot' Biases: Empathy and Dehumanization	<p>Readings:</p>	<p>Discussion question due</p>

		<p>1. Goff, P. A., Jackson, M. C., Di Leone, B. A. L., Culotta, C. M., & DiTomasso, N. A. (2014). <i>The essence of innocence: Consequences of dehumanizing Black children</i>. <i>Journal of Personality and Social Psychology</i>, 106(4), 526–545.</p> <p>2. Bruneau, E. G., Cikara, M., & Saxe, R. (2017). <i>Parochial empathy predicts reduced altruism and the endorsement of passive harm</i>. <i>Social psychological and personality science</i>.</p>	<p>10/28 by 10:00pm</p> <p>Weekly Reflection Due: 11/1 by 10:00pm</p>
PART III: INTERVENING TO REDUCE INTERGROUP CONFLICT			
Tuesday, 11-3	Interventions: Contact, Extended Contact, Virtual Contact	<p>Readings:</p> <p>1. Gaither, S. E., & Sommers, S. R. (2013). <i>Living with an other-race roommate shapes Whites' behavior in subsequent diverse settings</i>. <i>Journal of Experimental Social Psychology</i>, 49(2), 272-276.</p> <p>2. Tropp, L. R., & Pettigrew, T. F. (2005). <i>Relationships between intergroup contact and prejudice among minority and majority status groups</i>. <i>Psychological Science</i>, 16(12), 951-957.</p>	<p>Discussion question due 11/1 by 10:00pm</p>
Thursday, 11-5	Interventions: The Promises and Pitfalls of Perspective-Taking	<p>Readings:</p> <p>1. Bruneau, E., & Saxe, R. (2012). <i>The power of being heard: The benefits of 'perspective-giving' in the context of intergroup conflict</i>. <i>Journal of Experimental Social Psychology</i>.</p> <p>2. Galinsky, A. D., Maddux, W. W., Gilin, D., & White, J. B. (2008). <i>Why it pays to get inside the head of your opponent: the differential effects of perspective taking and empathy in negotiations</i>. <i>Psychol Sci</i>, 19(4), 378-384.</p>	<p>Discussion question due 11/4 by 10:00pm</p> <p>Weekly Reflection Due: 11/08 by 10:00pm</p>
Tuesday, 11-10	Interventions of Habit: Associations and Norms	<p>Readings:</p> <p>1. <i>How Norms Change</i>. <i>New Yorker</i>.</p>	<p>Discussion question due 11/8 by 10:00pm</p>

		<p>2. Paluck, E. L. (2009). <i>Reducing intergroup prejudice and conflict using the media: a field experiment in Rwanda</i>. <i>J Pers Soc Psychol</i>, 96(3), 574-587.</p>	
Thursday, 11-12	Interventions of Thought	<p>Readings:</p> <p>1. Walton, G. M. (2014). <i>The new science of wise psychological interventions</i>. <i>Current Directions in Psychological Science</i>, 23(1), 73-82.</p> <p>2. Bruneau, E., Kteily, N., & Falk, E. (2017). <i>Interventions highlighting hypocrisy reduce collective blame of Muslims for individual acts of violence and assuage anti-Muslim hostility</i>. <i>Personality and social psychology bulletin</i>.</p>	<p>Discussion question due 11/11 by 10:00pm</p> <p>Weekly Reflection Due: 11/15 by 10:00pm</p>
Tuesday, 11-17	Interventions of thought: Narrative Change	<p>Readings:</p> <p>1. Ramasubramanian, S. (2007). <i>Media-based strategies to reduce racial stereotypes activated by news stories</i>. <i>Journalism & Mass Communication Quarterly</i>, 84(2), 249-264.</p> <p>2. Nasie, M., Bar-Tal, D., Pliskin, R., Nahhas, E., & Halperin, E. (2014). <i>Overcoming the barrier of narrative adherence in conflicts through awareness of the psychological bias of naïve realism</i>. <i>Personality and Social Psychology Bulletin</i>.</p>	<p>Discussion question due 11/15 by 10:00pm</p>
Thursday, 11-19	Interventions of thought: Wise Interventions	<p>Readings:</p> <p>1. Goldenberg, A., Cohen-Chen, S., Goyer, J. P., Dweck, C. S., Gross, J. J., & Halperin, E. (2018). <i>Testing the impact and durability of a group malleability intervention in the context of the Israeli-Palestinian conflict</i>. <i>Proceedings of the National Academy of Sciences</i>, 201706800.</p> <p>2. Cole, C.F., Arafat, C., Tidhar, C., Tafesh, W. Z., Fox, N. A., Killen, M., et al. (2003). <i>The educational impact of</i></p>	<p>Discussion question due 11/18 by 10:00pm</p> <p>Weekly Reflection Due: 11/22 by 10:00pm</p>

		<i>Rechov Sumsum/Shara'ia Simsim: A Sesame Street television series to promote respect and understanding among children living in Israel, the West Bank, and Gaza. International Journal of Behavioral Development, 27(5), 409.</i>	
Tuesday, 11-24	Asynchronous class activity: Watch Brown Eyes Blue Eyes Video	Readings: Watch: Brown Eye Blue Eyes Video	No Discussion Question Weekly Reflection Due: 11/29 by 10:00pm
Thursday, 11-26	Thanksgiving—No Class	Thanksgiving—No Class	Thanksgiving—No Class
Tuesday, 12-1	Wise Intervention: A Series of Field Tests	Readings: 1. <i>Hameiri, B., Porat, R., Bar-Tal, D., & Halperin, E. (2016). Moderating attitudes in times of violence through paradoxical thinking intervention. Proceedings of the National Academy of Sciences, 113(43), 12105-12110.</i> 2. <i>Mousa, S. Building social cohesion between Christians and Muslims through soccer in post-ISIS Iraq. Science 369 (6505), 866-870</i>	Discussion question due 11/29 by 10:00pm Weekly Reflection Due: 12/6 by 10:00pm
Thursday, 12-3	Class Presentations		
Tuesday, 12-8	Class Presentations		
Thursday, 12-10	Where we are at, where we go from here		
RESEARCH PROPOSAL DUE DECEMBER 16 BY 11:59PM			