

Angelo State University
2008 European Studies Program at the Leuphana University
July 8-August 6, 2008 (Second Summer Term)

Co-directors: Dr. William Davidson and Dr. Elisabeth-Christine Muelsch

Courses:

ISTD 3381/ISTD 6381-Social Psychology (Davidson)

ISTD 3381: French and German Film in France during the Occupation Period (1940-44)
(Muelsch)

ISTD 3381: Social Psychological Perspectives of Germany

Second Summer Term 2008

Instructor: Dr. William Davidson

Undergraduate Syllabus

In this course we will examine the major principles of social psychology and study the ways in which they enrich an understanding of notable events in Germany. Principles within four subfields of social psychology will be studied and applied.

Course Objectives

- 1) provide knowledge about four subfields of social psychology
- 2) give American students practice at interpreting selected German history by applying social psychological perspectives
- 3) instill social-psychological insights into the current trend in Germany toward multiculturalism
- 4) heighten awareness of nonverbal communication styles

Textbook

Elliott Aronson, *The Social Animal (2008)*, Tenth Edition, ISBN # 1-4292-0316-1

Grade Criteria

The course grade will be based on the number of points earned out of a possible 1000. The cutoff for determining a letter grade will follow the traditional standard of 90% and above is an A; 80-89% is a B; 70-79% is a C; 60-69% is a D; below 60% is an F.

Quizzes - 400 points (four quizzes worth 100 points apiece). Students will complete the quizzes online (Blackboard) in the months prior to the departure to Germany. Each quiz covers one chapter in the text and can be taken an unlimited number of times (only the highest score will be retained).

Essays - 300 points. Students will write several essays about the applicability of social psychology to events in Germany. You will find the final exam questions attached to the undergraduate and graduate syllabus for Social Psychology. Final Exam Essays

Oral Report - 100 points. Teams of five-six students will lead class discussions on the applicability of social psychology to one of three German eras: 1933-1945; 1945-1989; 1989-present

Journal - 100 points. Each student will be required to keep a journal with daily entries that will be used for evaluation at the end of the course.

Journal Entries for Undergraduates

Based on your observations of historical sites and people in Frankfurt, Lüneburg, Hamburg, and Berlin, write a total of 10 entries that use social psychology to explain what you saw. List the date, the location, the circumstance you observed, and the social psychology in it. An example is provided below.

July 10 / Frankfurt / during the walking tour, we visited several notorious crimes scenes. One of them involved a high-stakes robbery, where several innocent victims were injured. Surprisingly, many people watched what happened, but none offered to help the injured. I say "surprisingly" because you would think that having many "watchers" would increase the odds of getting help. This circumstance is a lot like the "bystander effect" discussed in the conformity chapter. When a group of bystanders watches and none steps forward, they mislead each other into believing that helping is not the thing to do. There was probably also some "self-justification" operating in that the non-helpers would need to justify the unkindness. They may have just said to themselves that the victims should have known better than to be so close to the "obvious danger" and somehow deserved what they got.

Daily attendance and participation - 100 points. Students are required to attend all class sessions, briefings, lectures, and other program activities in the USA and in Germany.

International Studies 6381: Social Psychological Research and Applications to Germany

Second Summer Term 2008

Instructor: Dr. William Davidson

Graduate Syllabus

In this course we will examine the major principles of social psychology and study the ways in which they enrich an understanding of notable events in Germany. Principles within four subfields of social psychology will be studied and applied: conformity, social cognition, self-justification, prejudice.

Course Objectives

- 1) provide in-depth knowledge about four subfields of social psychology
- 2) give graduate students practice at interpreting the results of classic and contemporary research in social psychology and applying the findings to German history.
- 3) instill social-psychological insights into the current trend in Germany toward multiculturalism
- 4) heighten awareness of nonverbal communication styles

Textbook

Elliott Aronson, *The Social Animal (2008)*, Tenth Edition, ISBN # 1-4292-0316-1

Grade Criteria

The course grade will be based on the number of points earned out of a possible 1000. The cutoff for determining a letter grade will follow the traditional standard of 90% and above is an A; 80-89% is a B; 70-79% is a C; below 70% is an F.

Quizzes - 400 points (four quizzes worth 100 points apiece). Students will complete the quizzes online in the months prior to the departure to Germany. Each quiz covers one chapter in the text and can be taken an unlimited number of times (only the highest score will be retained).

Essays - 400 points. Students will write several essays about the applicability of social psychology to events in Germany.

Oral Report - 100 points. Teams of students will lead class discussions on the applicability of social psychology to one of three German eras: 1933-1945; 1945-1989; 1989-present

Daily attendance and participation - 100 points. Students are required to attend all class sessions, briefings, lectures, and other program activities in the USA and in Germany.

DAILY SCHEDULE FOR THE SOCIAL PSYCHOLOGY COURSE

July 9, 10, 11: visit Frankfurt sites

July 12-18: visit Paris sites

July 19 (Saturday): travel to Lüneburg

Sunday, July 20: visit Baltic Sea

Monday, July 21: tour Lüneburg

Tuesday, July 22: discuss social psychological perspectives of multiculturalism

Wednesday, July 23: discuss social psychological perspectives of nationalism

Thursday, July 24: visit Neuengamme concentration camp and other sites in Hamburg

Friday, Saturday, Sunday, Monday, July 25-28: visit Berlin sites

Tuesday, July 29: student presentations Groups A, B, or C

Wednesday, July 30: student presentations Groups A, B, or C

Thursday, July 31: write final exam essays

Friday, August 1 - Monday, August 4: open

Attachment: Social Psychology (undergraduate and graduate class) - Instruction for Final Exam- Essay Questions

Below are the essay topics for the final exam. You will write the answers in the "final exam essays" section of the Tests & Quizzes folder.

FINAL EXAM ESSAYS (Version 1)

On Thursday morning, July 31, undergraduates will write three or four essays from the list below and graduates will write five (if undergraduates choose to write the fourth essay, it will be for 1-50 extra credit points). Undergraduates should select one or two from the General Essays section below and the rest from the Chapter Essays section below. Graduates should select one or two from the General Essays section, two from the Graduate Essay section, and the rest from the Chapter Essays. You will submit them directly into Blackboard. You can use the text and notes while writing them. So that I will know which essay you are writing, use the labels such as "G1". The length of

a 'good answer' will probably vary depending on the particular essay, but I anticipate that the relevant material can be covered somewhere between 750-1250 words per essay.

GENERAL ESSAYS (incorporate concepts from all four chapters into the answer)

G1. In what ways did social psychology influence the way you handled yourself during the trip? Draw upon information about conformity, social cognition, self-justification, and prejudice.

G2. Frankfurt is known as an international city, partly because its citizens represent 180 nationalities. Based on your observations in Frankfurt and other locations in Germany, describe how the social psychology topics you studied would influence Germans as they deal with multiculturalism.

G3. The issue of nationalism (devotion to the interests of a nation) is an important unifying theme among people who share the same land. Inner feelings of nationalism are invoked by traditional celebrations (e.g., July 4th), national anthems, flags, international sports, heroes, monuments, war, and so on. Also, they are invoked when one's social identity includes a sense of belongingness to the nationality (seen as the in-group). Sometimes nationalism has favorable effects, but other times it leads nations into unfavorable circumstances. Discuss the role of nationalism in Germany, both past (twentieth century) and present. Incorporate material from *The Social Animal* into your answer.

G4. Ask and answer a question you have about contemporary Germany, using material from conformity, social cognition, self-justification, and prejudice. You are free to speculate how selected social-psychological processes either promote or hinder the human behavior in question.

G5. Describe a situation at work (or another social group such as a club, sport team, or committee) where you observed 'mobbing'. Using your class notes and the textbook, provide a social psychological analysis what happened.

CHAPTER ESSAYS

CONFORMITY

C1. In thinking about the circumstances of German citizens, soldiers, and Holocaust victims during the years of the Third Reich, discuss the role of "compliance, identification, and internalization."

C2. In what ways does Stanley Milgram's classic experiment on "obedience as a form of compliance" assist in understanding events within the Third Reich?

C3. Based on your observations of German youth in your age group, describe ways in which the social forces of conformity work similarly and differently from the U.S.

SOCIAL COGNITION

SC1. According to "framing", the strength of the motivation to avoid loss is greater than the strength of the motive to win pleasure. To the extent this is true, then people can be expected to make great sacrifices to avoid having others take away their possessions. During WWII, the Germans experienced incredible success in winning territories with unexpected ease at first. But then the tide of the war turned against them, and they endured heavy losses. For example, during long stretches of time when the war was being fought on German soil, the Fuhrer abandoned all public appearances. Describe events at the end of the war that fit the idea of framing.

SC2. Explain how the Social Cognition mechanisms below would distort the views of East Germans and West Germans toward each other during the partition years: contrast effect, attitude heuristic, ingroup/outgroup effects, and correspondent inference.

SC3. According to the "three biases in social explanation" (fundamental attribution error, actor-observer bias, self-biases), there are reasons why the Reunification process had to overcome some inner forces of resistance, even though Germans from both sides were willing and eager to become one again. Discuss the role played by these three biases.

SELF-JUSTIFICATION

SJ1. [During the post-WWII Partition Years] By 1960, more than two million East Germans had fled to West Germany. Something had to be done, so a wall was constructed. Even though East Germany prospered relative to other Soviet-dominated countries (East German industrial production was ranked fifth in Europe and eight in the world, with a standard of living higher than in Russia), conditions paled in comparison to democratic West Germany (Federal Republic of Germany), which had the third leading economy in the world. Consider the decision of those East Germans who decided to "stay at home" even before the wall prevented escape. Using the principles of self-justification, discuss their loyalty to the German Democratic Republic (East Germany).

SJ2. Sometimes people pursue ill-advised courses of action. As their choices produce worsening consequences, they become even more resolute in the correctness of their decisions. Numerous aspects of self-justification can be used to explain this type of situation. Provide an example from a past or present German whom you learned about, utilizing as much as possible from the chapter on self-justification.

SJ3. Self-justification pressures seem to be accentuated in cases where a decision is irrevocable and immoral. In such cases, we sometimes find that the person's attitudes

become extreme (extremely consistent with the behavior), giving rise to progressively worse actions. Provide examples of this from the Holocaust and explain the role of one's self-views in it.

PREJUDICE

P1. Explain some of the events you learned about at the Neuengamme concentration camp memorial, using concepts in the prejudice chapter.

P2. Describe some ways in which Aronson's discussion of "Reducing Prejudice" can be applied to the challenges of multiculturalism in contemporary Germany.

P3. Unemployment rates are quite high in some areas of contemporary Germany. Based on what you have seen during this trip, describe, discuss and explain the effects on prejudice.

P4. Some people have an "authoritarian personality", which provides a partial explanation for their prejudices. Briefly describe this type of personality and discuss how such a person would handle life in the three time periods of the Third Reich, the Partition Period, and the Reunification years.

GRADUATE ESSAYS

GRAD1. Consider the many experiments that are described in the textbook. Pick one where you think the results would be extremely exaggerated if it were conducted on Germans today. Describe the experiment and explain why you think contemporary Germans would be highly sensitive or reactive to the circumstances set in the experiment.

GRAD2. Discuss the ways in which social psychology influenced the artist in a selected piece of art at the Louvre.

EXTRA ESSAY (only counts for extra credit)

Undergraduates are allowed to write one extra credit essay. They can choose to write one from the list of essays above, or they can select the one below. If you choose one from the list above indicate which one by using the label code. (for example, P1).
Thanks.

EC1. Social psychological research indicates that people rely on "nonverbal communication channels" in their social interactions to express themselves and to interpret meaning of others' spoken words. Examples of these channels are hand gestures, facial expressions*, body postures, tone of voice, cadence of speech, and so

on. Observing others who speak an unfamiliar language provides you with the opportunity to focus your attention on nonverbal channels because the words are uninterpretable. Notice the aforementioned nonverbal mannerisms while in Germany and Paris. Discuss similarities and/or differences between the two nationalities. *There are six universal (world-wide) emotions that are displayed on the face: happiness, sadness, disgust, anger, surprise, and fear. People sometimes rely on this facial information in their interactions because it can be even more revealing than the spoken words.

International Studies 3381: German Film in France and French Film under German Occupation (1940-1944)

Second Summer Term 2008

Instructor: Dr. Elisabeth-Christine Muelsch

SYLLABUS

Course Description:

This course will look at a particularly important period in European film history, the French film industry under German Occupation and the distribution of German films in Vichy France. Students will learn about the film production in France and Germany during World War II. After a short historical overview and an introduction to the ecohistory of French and German cinema during the war years, students will watch and analyze movies that are typical for this era. We will also visit German and French film studios in Berlin and Paris, and film museums in Frankfurt and Berlin. This course may be taken in lieu of an upper-level Communications course, as an upper-level course to fulfill requirements for a minor in Film Studies, or it may be used as an elective course for all degree programs

Objectives:

Familiarize students with:

1. The history of German and French film
2. Political and social changes in Germany and France
3. The importance of the medium film in German and French culture during WWII
4. The production of film

Textbooks:**Required Readings:**

Armes, Roy. *French Cinema*. New York: Oxford, 1985

Evelyn Ehrlich: *Cinema of Paradox, French Film Making Under the German Occupation*. Columbia U Press, 1985.

Singerman, Alan. "The Children of Paradise," in: *Apprentissage du Cinéma français*, pp.139-161.

Films to be watched (mandatory)

L'Armée des ombres (Melville) - with documentary materials on DVD

Goupi –Mains rouges (Becker)

Le Corbeau (Clouzot)

Les Enfants du Paradis (Carné)

Other films to be discussed hence it would be good if you have seen them

L'Hôtel du Nord/ Day Break (Le Jour se lève) (Carné)

Madame Sans Gêne (Richebé)

Les Visiteurs du Soir (Carné)

Oral Presentations: Each student has to do one oral presentation on a director and one oral presentation on an actor, well-known during the occupation period. (No presentations on Carné and Clouzot)

Participation: In addition to always being prepared for class, students are asked to prepare a set of questions for the various meetings in film studios, film museums and for visits to the various film sites.

Final Exam: The final exam will cover all aspects of the film industry during the Occupation period.

Quizzes: There will be three quizzes on films and reading assignments, specified before each quiz.

Journals: I will pick up journals by the end of each week. Please write journal entries daily. Comment on things you have learned about film and French and German culture.

Grading Scale:

90-100	A
80-89	B
70-79	C
60-60	D
0-59	F

Grading

2 Oral Presentations	40%
3 Quizzes	15%
Journal	25%
Participation (Questions prepared for visits etc)	10%
Final Exam	10%

Program Schedule:

Meetings at Angelo State University

February 4	4:00-6:00 pm		Initial meeting, Orientation. Intro to Academic Courses
February 25	4:30-6:00 pm	4:30 -5:00 pm 5:00-5:30 pm 5:30-6:00 pm	Intro to Social Psychology General Travel Information Intro to Occupation Cinema, Discussion of Film: <i>The Army of Shadows (L'Armée des ombres)</i>
March 31	4:30-6:00 pm	4:30-5:00 pm 5:00-5:30 pm 5:30-6:00 pm	Social Psychology General Travel Information Vichy France (guest lecture-Dr.Endress)
April 28	4:30-6:00 pm	4:30-5:00 pm 5:00-5:30 pm 5:30-6:00 pm	Social Psychology General Travel Information Discussion of <i>Goupi Mains Rouges</i> . (Graduate Students meet with Dr. Davidson)

July 7	9:00 am-4:00 pm	9:00-11:00 am	Social Psychology
		11:00 am -1:00 pm	Lunch and Travel Information
		1:00 pm	Quiz 1 for ISTD 3381 (Film) due
		1:00 -3:00 pm	Watch <i>The Raven</i>
		3:00-4:00 pm	Discussion

Classes Abroad:

July 8	11:59 am 1:15 pm 2:45 pm	Depart San Angelo Arrive Dallas Ft Worth Depart Dallas Ft Worth
July 9	7:20 am Afternoon Evening	Arrive Frankfurt/Main We will stay at: Haus der Jugend Deutschherrnufer 12 60594 Frankfurt am Main Tel. +49/ (0) 69-61001511 FAX: +49/ (0) 69-61001599 Visit of the "Städel" Art Museum Visit the Sachsenhausen neighborhood
July 10	10:00 am 2:30-4:30pm	Visit "Deutsches Film museum" (gudided tour) ISTD 3381 Film Amt für Multikulturelle Angelegenheiten ISTD 3381/6381 Social Psychology
July 11	10:30am-12:00pm	Visit University of Frankfurt Institute for Social Psychology: Guest Lecture
July 12	10:30 am-12:30 pm 9:30 am	Guided City Tour of Frankfurt "Crime in Frankfurt" (ISTD 3381/6381 Social Social Psychology) Quiz 2 for ISTD 3381 (Film) due
July 13 July 13	12:59 pm	Depart Frankfurt by train Arrive Paris We will stay at Hotel Lux (close to Gare de Lyon) 8, Avenue de Corbéra F-75012 Paris
July 14		National Holiday, Fireworks

		Ballet in the Bastille Opera
July 15	11:00 am	City Tour: Paris during WWII (ISTD Film 3381)
July 16	1:30-3:30 pm 5:00-7:00 pm	Visit to the Cinémathèque française (ISTD 3381 Film) Visit Louvre
July 17	Afternoon	Hotel du Nord –visit and lunch ((ISTD Film 3381) Versailles
July 18		Free Day to explore Paris in small groups
July 19	9:09 am 4:00 pm	Depart Paris by train Quiz 3 for ISTD 3381 (Film) due
July 19		Arrive Lüneburg
July 20		Lüneburg City tour
July 21-23	9:00-11:00 am 11:00am-1:00 pm	ISTD 3381/6381 Social Psychology ISTD 3381 Film (oral presentations, sign-up sheet will be handed out)
July 24	11:00 am-1:00 pm	Guided Tour KZ Neuengamme (ISTD 3381/6381 Social Psychology/ISTD Film 3381)
July 25	8:30 am 10:43 am	Departure for Berlin, Lüneburg train station Arrival Berlin Group will stay at Hotel St. Michaels-Heim Bismarckallee 23 14193 Berlin (Grünwald) Phone: (49) 030-896 880 Fax: (49) 030-896 88185
	Afternoon Evening	Boat tour on the Spree River Free
July 26	2:00-3:30 pm Evening	Berlin Film Museum (ISTD 3381 Film) German Film during the Third Reich (guided tour) Free
July 27	11:00am-1:00 pm	City tour Berlin (ISTD 3381/6381 Social Psych.)

	Evening	"Porgy and Bess" Berlin Opera (ISTD 3381/6381 Social Psychology)
July 28	5:18 pm 7:26 pm	Berlin, Shopping Depart Berlin Central Station (Lehrter Bahnhof) Arrive Lüneburg train station
July 29- July 31	9:00am-1:00 pm	Classes in Lüneburg Finals (Film class and Social Psychology class)
August 1-4		Long Weekend-Students can travel in small groups
August 5 August 5		Depart Lüneburg by train Arrive Frankfurt Group will stay at: Haus der Jugend Deutschherrnufer 12 60594 Frankfurt am Main Tel. +49/ (0) 69-61001511 FAX: +49/ (0) 69-61001599
August 6 August 6 August 6 August 6	10:55 am 2:30 pm 4:55 pm 5:55 pm	Depart Frankfurt by plane Arrive Dallas Ft Worth Depart Dallas Ft Worth Arrive San Angelo