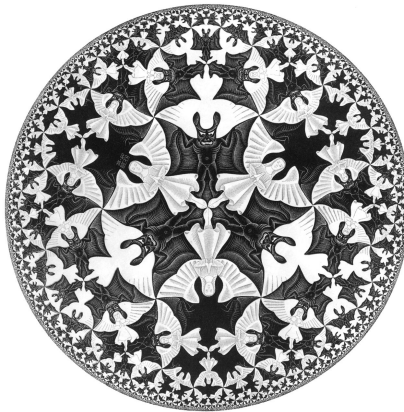


F15 Syllabus

The Science of Good and Evil (Social Science ACC)

INSTRUCTOR: Dr. Erin Dupuis
OFFICE: Monroe Hall 367, 865-3133
OFFICE HOURS: MW 10:00-12:00
EMAIL: edupuis@loyno.edu (best method of contact)
CLASS TIMES: TR 11:00-12:15



M.C. Escher

COURSE DESCRIPTION

What is evil? Why do some people engage in acts of violence against others? What causes students to commit mass murder within their classrooms? What causes some people to hate other people whom they've never even met? What is good? When do people help others, even at the expense of their own well-being? How can we reduce hostility and build compassion in our own communities?

This is a lecture/seminar course that will survey research in topics that deal with the science of human behavior that might be classified as good or evil (meaning you will need to be objective and put aside your own ideas and beliefs about the issues). The main emphases will be on empirical approaches, with reference to the behavioral sciences (social psychology, sociology, history, and political science), genetics and neuroscience, cultural anthropology, and even popular culture. We will examine "good" and "evil" as both moral absolutes and as societal constructs.

Empirical approaches and explanations will be evaluated for such topics as genocide, terrorism, torture, domestic violence, bullying behavior, mob mentality, sexism, racism, and other-isms on the evil side. On the good side, topics such as altruism, volunteerism, environmentalism, and other-isms will be covered.

Please note, I will not "pretty things up" for delicate sensibilities. If you cannot handle conversations about (or depictions of) blood, violence, and death, this course is probably not for you.

COURSE OBJECTIVES

By the end of this course, students should be able to:

- Critically assess major principles in the scientific study of good and evil
- Demonstrate knowledge of different content areas where theory can be applied to issues of good and evil, along with an assessment of theory strengths, limitations, and competing explanations, if any.
- Provide evidence through formal writing and discussions that the class materials have been integrated, analyzed, summarized, and synthesized.
- Show evidence of using critical thinking tools such as critiquing empirical articles, evaluating the relation between data and theory, and analyzing evidence for answers.
- Understand how the concepts learned apply to everyday life and use these concepts to “solve” social justice issues.

Learning Materials

Required Texts:

1. Miller, A.G. (2005). *The Social Psychology of Good and Evil*. Edited Volume.

Supplemental articles will be available on Blackboard. See Course Topics Table for readings.

If you are purchasing this text online, please allow plenty of time for it to arrive BEFORE the semester starts.

Course Requirements and Assessments

Attendance:

A large part of the learning in this course comes from participating in class discussions and activities. If you miss a class be sure to get the notes and any materials from a fellow student and check in with me. Given the content and expectations of this course, I will not be comfortable giving a passing grade to a student who misses more than 8 classes. Exceptions to this policy will only be made for severe circumstances (e.g., extended hospitalization); documentation must be provided.

This course is designed to facilitate high levels of interaction and discussion, so active participation is expected. This includes participating in class discussion and group activities. It is **your responsibility** to be an active participant in your education. However, if you are having difficulties, please see me. I cannot be of assistance if I am not aware that there is a problem.

Course Communication

Please use your Loyola email to communicate with me. In this world of texting and Facebook, we sometimes forget appropriate communication etiquette. Please remember that I am your professor and **all communication should be respectful**. Emails should start with an address (e.g., Dr. Dupuis) and be signed with your name; I cannot memorize email addresses for 105 students. PLEASE check your syllabus for the answer you are seeking before emailing me.

Cheating and Plagiarism:

Any violation of academic ethics (cheating, plagiarism, etc...) will result in an F for the assigned topic and possibly the course. Notification will be sent to the department and to the Dean's office. **Academic dishonesty will not be tolerated.** Do not copy published or

unpublished work, including the work of friends, classmates, and material found on the Internet. Plagiarism is unacceptable. Plagiarism can result in failing the course and possibly suspension or dismissal from the university.

Class Etiquette:

The classroom is meant to be a learning environment for both the students and the instructor. Although the following guidelines might be obvious, I am putting them in writing in order to better facilitate a beneficial environment for all of us.

Please do not use cellphones, IPODs, etc... Please try your best to be attentive in class. This will make you a better classmates and a more successful student. It is distracting to your fellow classmates (and to my teaching) if you are engaging in texting or online activities.

Please do not use laptops. In my experience, students who use laptops in class are too easily distracted by the Internet and social media. Unless you have accommodations requiring the use of a laptop, they are not allowed.

Be On Time: Please arrive to class on time. Given the short period of time we are able to spend together, I will not be able to repeat material if you do come in late. Occasionally coming in late cannot be helped. If you must come late, please enter the room quietly. After class, make sure that you get the notes you missed from a fellow classmate. **If you arrive late to class and I have already taken attendance, it is YOUR responsibility to tell me you have come. I will count a very late arrival (more than 15 minutes) as an absence.**

Late Assignments:

Late assignments will lose 5 points from the final grade for each day they are late (i.e., 1 day late results in an automatic 95 starting point). **I will not accept papers that are more than 2 class periods late!** Allowing yourself to fall too far behind will hurt you in the long run.

If you have a disability and wish to receive accommodations, please Disability Services at 504-865-2990. If you wish to receive test accommodations (e.g., extended test time), you will need to give me an official Accommodation Form from Disability Services. The Office of Disability Services is located on the first floor of Marquette Hall (Rm 112).

Your grade will be based on the following assessment techniques:

“Bi-weekly” Response Papers	100 points (5 papers, 20 points each)
In-Class Reading Quizzes	100 points
Chosen Option (see options below)	300 points
Final Exam	200 points
Attendance/Participation	<u>50 points</u>
TOTAL	750 points

Grading Scale

A = 698-750	B+= 653-674	C+= 578-599	D+= 488-524	F= Below 450
A-= 675-697	B = 623-652	C = 548-577	D = 450-487	
	B- = 600-622	C- = 525-547		

Your grade at the end of the course is **not negotiable**. I will not offer last minute extra credit. All grades will be posted to Blackboard. Please keep track of your grades throughout the session.

****Computer problems will not count as an excuse for incomplete work.** There are computers available all over campus, including at the library. If you wait until five minutes before class to print your paper and your printer does not work, your work will still be counted as late.

1. Bi-weekly response papers

Every other week, you will write a response paper (1-2 pages) relating your thoughts and insights about the readings. Refer to the readings and discussions in your papers (no need to cite outside sources unless you come across something particularly relevant and interesting).

2. In-class Quizzes

These quizzes will assess your understanding of and your ability to synthesize the readings and the class discussions/materials. Questions will be short essay and take approximately 10-15 minutes.

3. Service Learning OR Presentation and Paper

See last page of syllabus for more details about these options

4. Final Exam

The final exam will consist of essay questions covering what you have learned throughout the semester.

5. Attendance/Participation

Your participation in this course will count as part of your grade. Throughout this course, we will engage in activities and discussions. In order to effectively participate, you will need to have done all the readings. Come to class, do the readings, and engage in the conversations to get a good participation grade. Every class you miss will drop this grade by 5 points.

*Please see me at any time during the course of the semester with concerns or questions. I value your input and will take any suggestions you offer seriously. *

ALL WORK MUST BE COMPLETED BY THE LAST DAY OF CLASS.

All assignments should be typed and stapled/clipped. No hand written assignments, loose documents will be accepted. Do NOT email me your assignment.

COURSE CALENDAR

T = Text BB = Blackboard

<i>Date</i>	<i>Topic</i>	<i>Reading & Assignments Due</i>
8-25	Introductions	
8-27	Conceptualization of Good & Evil	T: Staub, Ch. 3 T: Baumeister & Vohs, Ch. 4
9-1	Is Good and Evil in our Genes? Biological versus Situationist Views	T: Zimbardo Ch. 2 Pinker (2008). The moral instinct.

9-3	Prejudice in General	T: Fiske, Ch. 6 BB: Hodson Paper #1 Due
9-8	Racial Bias	T: Dovidio et al, Ch. 7
9-10	Sexism and Sexual Assault	T: Muehlenhard, Ch. 10 BB: Cohn, Dupuis, Brown
9-15	Understanding Aggression and Violence	T: Anderson & Carnagey, Ch. 8 BB: Baumeister & Campbell
9-17	Politics and Propaganda	Paper #2 Due
9-22	Obedience	BB: Milgram
9-24	Cult Behavior and Cult Leaders	BB: Coates (G #2)
9-29	<i>Watch: Jonestown Documentary</i>	
10-1	Mob Behavior and Group Panic	BB: Leader BB: deYoung Paper #3 Due
10-6	Dehumanization and Moral Disengagement	BB: Bandura
10-8	Genocide	
10-15	<i>Watch: The Boy in the Striped Pajamas</i>	
10-20	<i>Finish Movie</i>	
10-22	Police Brutality	BB: Lersch Paper #4 Due
10-27	Terrorism and Torture	BB: Norris
10-29	Bystanders and Apathy	BB: Fischer
11-3	Lying	
11-5	No Class	

11-10	Empathy and Altruism	T: Batson, Ch. 14
11-12	Volunteering and Service	T: Synder, Ch. 17
11-17	Heroism	BB: Franco
11-19	Reducing Prejudice and Building Compassion	BB: Van Lange BB: Aronson BB: Rhodes Paper #5 (social fitness challenge) Due
12-1	Inclusion and Directions in the Digital Age	Extra Credit Charity Drive Due
12-3	Balancing Good and Evil (<i>Zimbardo TED Talk</i>) Psychology of Happiness	BB: van Dijk BB: Zehnder BB: Mitchell
12-8	Psychology of Happiness	BB: Mauss
12-10	Wrap Up – Last Class Day Film Analysis OR SL Paper Due	

This calendar is subject to change. If class is canceled, any tests or papers will be due the following class day and the professor will update the class calendar.

IN THE EVENT OF A HURRICANE EVACUATION:

At times, ordinary university operations are interrupted as a result of tropical storms, hurricanes, or other emergencies that require evacuation or suspension of on-campus activities. To prepare for such emergencies, all students will do the following during the first week of classes:

1. Practice signing on for each course through Blackboard.
2. Provide regular and alternative e-mail address and phone contact information to each instructor.
 - In the event of an interruption to our course due to the result of an emergency requiring an evacuation or suspension of campus activities, students will:
3. Pack textbooks, assignments, syllabi and any other needed materials for each course and bring during an evacuation/suspension
4. Keep up with course work during the evacuation/suspension as specified on course syllabi and on-line Blackboard courses.
5. Complete any reading and/or writing assignments given by professors before emergency began.
 - Assuming a power source is available....
6. Log on to university Web site within 48 hours of an evacuation/suspension.

7. Monitor the main university site (www.loyno.edu) for general information.
8. Log on to each course through Blackboard or e-mail within 48 hours of an evacuation/suspension to receive further information regarding contacting course instructors for assignments, etc.
9. Complete Blackboard and/or other online assignments posted by professors (students are required to turn in assignments on time during the evacuation/suspension period and once the university campus has reopened.)
10. Contact professors during an evacuation/suspension (or as soon as classes resume on campus) to explain any emergency circumstances that may have prevented them from completing expected work.

Further information about student responsibilities in emergencies is available on the Academic Affairs web site: <http://academicaffairs.loyno.edu/students-emergency-responsibilities>

Service Learning Engagement and Reflection (Option 1)

I believe that you will learn more by engaging in experiential, hands-on learning than you will learn hearing me lecture. You will be able to integrate what you learn and your experiences into our course discussions.

You will be expected to complete **at least 20 hours** of service learning at a local agency (you will receive a transcript notation). Please keep in mind that this is only about two hours of service a week. You will not be able to complete this project if you wait until the last minute. Furthermore, waiting until the last minute will reflect poorly on you and me. It will also create headaches and additional work for the kind folks in the service learning office.

Remember that completing the assignment and connecting with an agency is ultimately your responsibility.

Your grade for this project will be composed of your service (100 points) and your paper (200 points).

SERVICE: You will be evaluated by your supervisor at the agency you choose to work for. This evaluation and the successful completion of your hours will be your grade for the service aspect.

PAPER:

Your paper should be 3-4 pages. Papers should be double spaced and stapled. You should use Times New Roman (size 12) font with 1-inch margins. The paper should tie in your service learning experiences with what you have learned in class. You need to utilize **at least one relevant scholarly article related to the science of good and evil behavior (not one I have given you already).**

You should also answer the following questions:

1. Where were you placed? What did you do there? Were your experiences unexpected?
2. What major theories/concepts might help explain the behavior of the clients at the agency? Or the behaviors that led them to the agency?
3. What major theories/concepts tie into your experiences? Which theories might be used to explain your own helping behavior?
4. Did you learn anything new about yourself or form new interests?

Please include information from your readings and make sure to cite information/ideas that are not your own. **You should be citing your text, articles, and outside reference(s).**

ALLOWED AGENCIES: Hagar's House, New Orleans Family Justice Center, Orleans Public Defenders, Playworks, Project Lazarus, and the Harry Tompson Center

You might also participate in the dog walking at Villalobos Rescue Center. They are not an official Loyola agency and you will not receive a transcript notation.

I will offer 3 extra credit points if you utilize the Writing Center located on campus. You should visit the center before the paper is due and incorporate their comments in your final draft. You should attach your first draft that you worked on with the center and have your tutor sign that draft. Their appointments fill quickly; do not procrastinate.

Film Analysis and Presentation (Option 2)

FILM ANALYSIS (200 points):

Description: You may choose whatever theories or perspectives you wish, but make sure that each is relevant to the movie. Be sure you pick the ones that will best allow you write a good paper. For example, you might choose to analyze a movie using two or three concepts such as: obedience, prejudice, group conflict theory, or aggression theories. Be aware, you are being graded on your depth and accuracy. **Do not try to analyze too many theories or principles, although you should discuss at least two.** You should be as descriptive as possible – examples from the movies will help give your paper more depth. Like any good argument, you should start with a thesis statement and then support your statement with scientific “facts” by citing the class articles and any outside resources you might use. You must use **at least two outside scholarly resources** and the articles you have read for class (of course, only the relevant ones). **TIE IN THE OUTSIDE RESOURCES** – one line about an article doesn't show me that you actually read it.

** You must analyze a film on this list.

***Your paper should be 5-6 pages in length. This means **NO LESS** than 4 FULL pages. Papers should be double spaced and stapled/paper-clipped. You should use Times New Roman (size 12) font with 1-inch margins. **You should include an introduction, conclusion, reference page and citations.**

You should choose one of the following films, which I have chosen because they depict both “good” and “evil” characters: *Antichrist* (although beware, this is a very explicit film), *Hotel Rwanda*, *Battle Royale* (I suggest the original with Japanese subtitles, but it can also be viewed in poorly dubbed English), *The Road* (the one with Viggo Mortensen), *Melancholia*, *Stephen King's The Stand*, and *Tucker & Dale vs Evil* (the only comedy on this list).

PRESENTATION (100 points):

You will be responsible for presenting an assigned article to the class. Depending on how many students choose Option 1 or Option 2, you may be required to work in groups of two. Article presentations will enable us to learn about important theories or research being conducted in the field. Presenters should describe the purpose, methods, and conclusions *in their own words*. Presenters should also develop one or two thought provoking questions to pose to the class regarding the material.

Each presentation should last approximately 10 minutes and utilize PowerPoint or some other presentation software. You may also include videos or other media in your presentation. All presentations (links or attachments) must be sent to me the night BEFORE the scheduled presentation.

DO NOT READ DIRECTLY FROM YOUR SLIDES. You should be familiar enough with the material to discuss it. Looking at notes is fine, but do not over rely on them. Also, don't put text into your slide that you aren't going to cover. If your classmates are trying to read slides full of text then they aren't listening to you (and visa versa). Please dress appropriately for your presentation – business casual is fine.