

## SYLLABUS

### Researching White Supremacism and Antisemitism on Social Media

COLL-C 103 Critical Approaches to Arts & Humanities (5846), IUB GenEd A&H credit COLL (CASE) A&H Breadth of Inquiry credit

MW 9:10 AM–10:00 AM (Woodburn Hall 120)

Plus, Discussion Sections:

Th 3:00 PM–3:50 PM, WI C109 (5847); Th 4:10 PM–5:00 PM, WI C109 (5848);

F 1:50 PM–2:40 PM, BH 343 (5849); F 3:00 PM–3:50 PM, JH A106 (5850).

Final: Wednesday, December 14, 8-10 AM

#### Office hours Instructors

**Dr. Gunther Jikeli**, [gjikeli@iu.edu](mailto:gjikeli@iu.edu), Ph: 812.856.1150

Wednesdays from 11 am to 1 pm, or by appointment. In-person @ GISB 3121 or on Zoom: <https://iu.zoom.us/j/8388668510>. Please contact me 24 h in advance.

**Elisha S. Breton**, [esbreton@iu.edu](mailto:esbreton@iu.edu), office hours TBC

**Seth Moller**, [semoller@iu.edu](mailto:semoller@iu.edu),

Unless otherwise noted, office hours are on Tuesdays from 2:00-3:00 pm on zoom: <https://iu.zoom.us/j/82552946410>. Please let me know if you need to meet at an alternative time.

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Online hate speech, including white supremacy and antisemitism, is a growing problem for communication on social media. This course covers online conversations in English from across the globe to ask what are prominent forms of such online hate? Who are frequent disseminators and how does hate speech travel across the globe? What are the current discussions on how to deal with hate speech between censorship, freedom of speech, and counter-speech? What are the historical roots of white supremacy and antisemitism?

We will examine the most significant myths in their historical and social contexts, including conspiracy theories. We will see how some older myths from the European Middle Ages are still relevant today and how they are reformulated and disseminated on social media. In order to do so, we will need to learn about the history of antisemitism, white nationalism, and race theory.

A strong emphasis will be put on your own original research on social media. You will work individually and in teams to answer some aspects of the above questions. Some of the material you will be reviewing will be deeply offensive in texts and images. We will use a large database of live tweets and analytical tools that we have developed in an ongoing international research project on this topic.

## LEARNING OUTCOMES

The course provides an overview of forms and sources of white supremacy and antisemitism in diverse historical contexts and cultures. It also introduces students to hands-on research methods in social media research.

- You will complete the course with an increased understanding of the origins and sources of white supremacy and antisemitism.
- You will acquire skills to conduct cutting-edge research on social media content.
- You will improve your peer-to-peer evaluation skills.
- You will increase your awareness of online hate speech.
- You will acquire a deeper understanding of debates around free speech and hate speech and what that means in the age of social media.
- You are encouraged to take different perspectives.
- You will strengthen your ability to think critically and creatively in group and class discussions, and by analyzing a variety of contrasting texts.
- You will strengthen your skills of inquiry and analysis in your research project, assignments, and class discussions.
- You will learn quantitative and qualitative literacy through theory and methodology in your research project that will be closely monitored and that is evaluated and discussed in peer groups and with the instructors.

Students who complete this course will demonstrate

- An understanding of the ways particular disciplines in the liberal arts seek answers, solve problems, and organize ideas or the merits of viewing a problem from an interdisciplinary or a multidisciplinary perspective; and
- An ability to seek information from various sources, evaluate the validity of that information, and construct arguments.

Students will

- Examine the complexity of human experience, interrogate the range of human thought and emotion, interpret varieties of aesthetic expression, and grapple with moral issues.
- Analyze written texts and works in literature, the visual arts, as well as philosophical thought, and intellectual and cultural traditions from both contemporary and historical perspectives.
- Develop the abilities to think rationally and to construct and assess opinions, ideas, and arguments. The approach will be comparative, historical, and analytical, but the emphasis is on developing students' interpretive and critical skills.
- Explore and analyze the artifacts of human expression and put their knowledge into practice through producing work in literary form.
- The course includes written components, including short analytical papers and original research projects.

## COURSEWORK

Course activities include (1) Doing the assigned readings before lectures; (2) doing short responses to lectures and readings; (3) engaging in peer evaluations; (4) participating in class discussions; (5) working on your research projects.

Extra credit: Students are encouraged to attend public lectures and webinars on themes related to the subject matter of this course by (virtually) visiting scholars. You can get extra credit for up to three extra credit events that are announced on Canvas. Extra credit will be given to students who attend these events and thereafter submit brief papers in response to these presentations. Extra credit will be added only at the end of the semester (Canvas is set up this way.) You can earn up to one percentage point of the final grade per extra credit response paper.

Your grade will be based on class participation, responses to readings and lectures, your research projects, participation, and the final exam. You will find more information about the grade percentage of every category on Canvas. More specific information about the research projects is provided at the end of this document.

The workload is designed to respect the minimum 1:2 ratio of class time to study/preparation, see <https://vpfaa.indiana.edu/policies/bl-aca-h13-credit-hour-definition/index.html>. *"The definition of a credit hour at IU Bloomington is ... defined as one hour of faculty instruction and two hours or more of additional work or study each week... In this context, an hour of faculty instruction at the undergraduate level is typically defined as 50 minutes."*

All assignments will be posted on Canvas. Please do the assignments on time, so that we can focus on discussing them. Some assignments will be on the tool Kritik, please sign up for it in the first week of class. You will receive an invitation by email.

I will use PPT for most of the lectures and I will make them available on Canvas shortly before each lecture.

If you have to miss a lecture or discussion session, please contact the instructor of your discussion section. Content covered in the lectures and discussion sessions will be part of the final exam.

## COURSE MATERIALS

You will not need to read all references listed below. Some are for further reference. We will read selected chapters of the books below in addition to short articles. All material is available online, will be provided on Canvas, or is accessible to you via IU eTexts.

Bergen, Doris. *War and Genocide. A Concise History of the Holocaust*. Rowman & Littlefield Publishers 2009, ISBN: 9780742557154. [available online via IUCAT]

Berger, John M. *Extremism*. MIT Press 2018, ISBN: 9780262535878. [available online via IUCAT]

Blee, Kathleen. *Understanding Racist Activism: Theory, Methods and Research*. Routledge 2018, ISBN: 9781138699793.

Browne-Marshall, Gloria J. *Race, Law, and American Society: 1607-Present*. Routledge 2013, ISBN: 9780203069660 [available online via IUCAT]

Delgado, Richard and Jean Stefancic, eds. *Critical Race Theory: An Introduction*. 3rd ed. Temple University Press 2017, ISBN: 1299666582. [available online via IUCAT]

Fitzgerald, Joseph R. *The Struggle is Eternal: Gloria Richardson and Black Liberation*. University Press of Kentucky 2018, ISBN: 9780813176536. [available online via IUCAT]

Haley, Sarah. *No Mercy Here: Gender Punishment, and the Making of Jim Crow Modernity*. University of North Carolina Press 2016. [available online via IUCAT]

Kendi, Ibram X. *How to Be an Antiracist*. One World 2019, ISBN: 9780525509295. [available online via IUCAT]

Laqueur, Walter. *The Changing Face of Antisemitism: From Ancient Times to the Present Day*. Oxford University Press 2006. ISBN: 9780195341218. [available online via IUCAT]

Nieman, Donald G. *Promises to Keep: African Americans and the Constitutional Order, 1776 to the Present*. Oxford Scholarship Online 2020. [available online via IUCAT]

Madison, James. *The Ku Klux Klan in the Heartland*. IUP 2020, ISBN: 9780253052193. [available online via IUCAT]

Miles, Robert and Malcolm Brown. *Racism*. Routledge 2003, 2<sup>nd</sup> edition. ISBN: 0415296773.

Sloan, Luke, and Anabel Quan-Haase. *The SAGE Handbook of Social Media Research Methods*, SAGE Publications 2017, ISBN 1473987210. [available online via IUCAT]

Perry, Marvin, and Frederick M Schweitzer. *Antisemitic Myths: A Historical and Contemporary Anthology*. Indiana University Press 2008. ISBN: 9780253349842

Study of Terrorism and Responses to Terrorism,  
<https://start.umd.edu/publication/weaponized-words-strategic-role-persuasion-violent-radicalization-and-counter>

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## COURSE SCHEDULE

The (preliminary) schedule is ambitious but intended to raise your interest.

Each week has a different focus, see the schedule below. The Monday lecture will usually provide you with an overview of the topic, and the readings and Wednesday lectures go over some aspects in-depth.

**Reading assignments (and reflections on the lecture) will usually be due Monday night.**

**In addition, we will have peer evaluations with the tool Kritik that are due mostly on Wednesdays and Fridays. Please plan your week routine accordingly.**

The discussion groups require attendance and active participation. They include group discussions and in-class assignments.

Week 1 8/22	<b>Introduction: Aims and expectations</b> Why should we learn about history if we want to study white supremacy and antisemitism today?
	<b>Goals</b> <ul style="list-style-type: none"><li>✓ Clarifying class aims and expectations.</li><li>✓ Getting familiar with our tools Canvas, IUCAT, and Kritik (<a href="http://www.Kritik.io">www.Kritik.io</a>)</li><li>✓ Introduction to the problem and field of research.</li></ul> <u>Required readings</u> <ul style="list-style-type: none"><li>• Ward 2017, <i>Skin in the Game</i> [available in Files on Canvas].</li><li>• James Loeffler's article in Newsweek (Aug. 11, 2022) "When Racism and Antisemitism Collide: Charlottesville's Ugly Legacy" [available in Files on Canvas].</li><li>• Berger, <i>Extremism</i>, chapter 3. In-Groups and Out-Groups [available online via IUCAT].</li></ul> <u>Going further (partly covered in lectures)</u> <ul style="list-style-type: none"><li>• Film: Charlottesville: Race and Terror – VICE News Tonight (HBO) <a href="https://youtu.be/P54sPONIngg">https://youtu.be/P54sPONIngg</a></li><li>• Film: 'We're A Segregated City': Charlottesville Speaks Out a Year After Deadly Rally [available on IUCAT].</li><li>• Sloan and Quan-Haase. <i>The SAGE Handbook of Social Media Research Methods</i>.</li></ul>
Week 2 8/29	<b>History of Antisemitism Until the Early 20th Century</b>
	<b>Goals</b> <ul style="list-style-type: none"><li>✓ Understanding where some of the antisemitic myths and ways of thinking about the world are coming from and why they are so pervasive.</li></ul> <u>Required readings</u> <ul style="list-style-type: none"><li>• Perry and Schweitzer. <i>Antisemitic Myths</i>, Introduction and first pages of Part One. [available in Files on Canvas].</li><li>• Laqueur, <i>The Changing Face of Antisemitism</i>, chapter 3.</li></ul> <u>Going further (partly covered in lectures)</u> <ul style="list-style-type: none"><li>• Laqueur, <i>The Changing Face of Antisemitism</i>, chapters 4-5.</li></ul>

Week 3 9/5	<b>History of Racism Until the Early 20th Century</b>  <b>Labor Day (classes do not meet) Monday, September 5, 2022</b>
	<b>Goals</b> ✓ Learning about the sources of Othering and Race Theory. ✓ Brief introduction to slavery in North America, the slaughter of Native Americans, segregation, Jim Crow laws, and the KKK.  <u>Required readings</u> • Miles and Brown, <i>Racism</i> , pp. 3-53. <u>Going further (partly covered in lectures)</u> • Browne-Marshall. <i>Race, Law, and American Society: 1607-Present</i> • Madison. <i>The Ku Klux Klan in the Heartland</i> . • Nieman, <i>Promises to Keep</i> . • Haley. <i>No Mercy Here: Gender Punishment, and the Making of Jim Crow Modernity</i> .
Week 4 9/12	<b>"Race Theory," Nazism and the Holocaust</b>
	<b>Goals</b> ✓ Learning about the state-level implementation of extreme antisemitic and racist ideology by the Nazis. <u>Required readings</u> • Laqueur, <i>The Changing Face of Antisemitism</i> , chapter 6. • Perry and Schweitzer. <i>Antisemitic Myths</i> , chapter 19. • <u>Going further (partly covered in lectures)</u> • Bergen, Doris. <i>War and Genocide</i> (chapter 1). • Laqueur, <i>The Changing Face of Antisemitism</i> , chapter 5.
Week 5 9/19	<b>Persistence (!) After WWII</b>
	<b>Goals</b> • Understanding how racism and antisemitism evolved after WWII. <b>Research goals</b> • Introduction to first research project & how to do to online research safely. • Brainstorming for good keywords on Twitter (in discussion sections) • (Anti-Asian/Muslim/Jewish/Black/Latinx hate speech) <u>Required readings/film</u> • Blee, <i>Understanding Racist Activism</i> , pp. 1-7, 49-55. • Feagin, <i>Racist America</i> , pp. 153-170. • Film: Viral: Antisemitism in Four Mutations, <a href="https://video.alexanderstreet.com/watch/viral-antisemitism-in-four-mutations?context=channel:pbs">https://video.alexanderstreet.com/watch/viral-antisemitism-in-four-mutations?context=channel:pbs</a> <u>Going further (partly covered in lectures)</u> • Berger. Alt History: How a self-published, racist novel changed white nationalism and inspired decades of violence (The Atlantic 16 September 2016)

	<ul style="list-style-type: none"> <li>Fitzgerald, Joseph R. <i>The Struggle is Eternal</i>.</li> <li>Perry and Schweitzer, <i>Antisemitism (on Holocaust denial)</i>, pp. 175-178.</li> <li>Perry and Schweitzer, <i>Antisemitic Myths</i>, ch. 26 and 28.</li> </ul>
Week 6 9/26	<b>Continued Persistence White Supremacists Online</b> <b>No lecture on Rosh Hashana, Monday, September 26: please check announcements</b>
	<b>Goals</b> <ul style="list-style-type: none"> <li>✓ Learning about some major white nationalist groups and their reasoning.</li> <li>✓ Learning about important themes among white nationalists, such as Great Replacement, Soros, Rothschild, New World Order, Freemasons, Illuminati, Talmud, Holocaust denial.</li> <li>✓ Recognizing white nationalist symbols.</li> </ul> <b>Research goals</b> <ul style="list-style-type: none"> <li>✓ Start your first research project on one White Nationalist, antisemitic, and/or racist group and discuss early results in your group section. (Creation due on Kritik check Kritik for dates.)</li> </ul> <u>Required readings</u> <ul style="list-style-type: none"> <li>ADL (ANTI DEFAMATION LEAGUE) glossary on white supremacism, <a href="https://www.adl.org/white-supremacist-propaganda-spikes-2020">https://www.adl.org/white-supremacist-propaganda-spikes-2020</a></li> <li>ADL Hate Symbols, <a href="https://www.adl.org/hate-symbols">https://www.adl.org/hate-symbols</a></li> <li>Anglin (Daily Stormer), "A Normie's Guide to the Alt-Right."</li> </ul> <u>Further resources on Holocaust denial</u> <ul style="list-style-type: none"> <li>USHMM FB Page, <a href="https://www.facebook.com/34362997676/videos/338609460618499">https://www.facebook.com/34362997676/videos/338609460618499</a></li> <li>and the short clip, <a href="https://www.ushmm.org/antisemitism/holocaust-denial-and-distortion/explaining-holocaust-denial">https://www.ushmm.org/antisemitism/holocaust-denial-and-distortion/explaining-holocaust-denial</a></li> </ul>
Week 7 10/3	<b>Research Design and Other Racist and Antisemitic Groups on Social Media</b> <b>No lecture on Yom Kippur, Wednesday, October 5: please check announcements</b>
	<b>Goals</b> <ul style="list-style-type: none"> <li>✓ Learning about examples of a large variety of racist and antisemitic groups.</li> <li>✓ Understanding social media research.</li> </ul> <b>Research goals</b> <ul style="list-style-type: none"> <li>✓ <b>Submit your first research project on one White Nationalist, antisemitic, and/or racist group and discuss results.</b> (Creation due on Kritik, check Kritik for dates.)</li> </ul> <u>No readings are required but these resources will be helpful to better understand the lectures (to be updated):</u> <ul style="list-style-type: none"> <li>Social Media Research Group "Using social media for social research." (2016) [available in files on Canvas]</li> </ul>
Week 8 10/10	<b>Definitions of Hatreds: Anti- Asian/ Black/ Hispanic/LatinX/ Jewish/ Muslim Hatred</b>

	<p><b>Goals</b></p> <ul style="list-style-type: none"> <li>✓ Discuss ways of defining hate speech.</li> </ul> <p><b>Research goals</b></p> <ul style="list-style-type: none"> <li>✓ Applying definitions to hateful messages</li> </ul> <p><u>Required readings</u></p> <ul style="list-style-type: none"> <li>✓ Watch the webinar with Eric Ward, <a href="https://youtu.be/1K-fiMyT3vs">https://youtu.be/1K-fiMyT3vs</a></li> <li>✓ <a href="#">5 working definitions</a> that we developed in a previous class project to classify biased online messages. This is from the final class report from last year, see <a href="#">here</a>. We will do more comprehensive research this semester and hopefully, publish it. :-)</li> </ul> <p><u>Going further (partly covered in lectures)</u></p> <ul style="list-style-type: none"> <li>✓ Zeller, F. (2016). Analyzing social media data and other data sources: a methodological overview. In Sloan, L., &amp; Quan-Haase, A. The SAGE Handbook of social media research methods (pp. 386-403) [available online via IUCAT]</li> <li>✓ Marcus, <i>The Definition of Anti-Semitism</i>, ch.1, pp. 33-55 [available online at IUCAT].</li> </ul>
Week 9 10/17	<b>Systemic Racism, Structural Antisemitism, and Widespread Stereotypes</b>
	<p><b>Goals</b></p> <ul style="list-style-type: none"> <li>✓ Learning about forms of continuation of antisemitism, racism, and white supremacy into the 21<sup>st</sup> century.</li> </ul> <p><b>Research goals</b></p> <ul style="list-style-type: none"> <li>✓ Discussing social media posts by antisemites and white supremacists.</li> <li>✓ Introduction to Annotation Portal, <a href="https://annotationportal.com/">https://annotationportal.com/</a>, and getting familiar with it.</li> <li>✓ Submit the annotation of the first sample of 30 tweets on CSV file/annotation portal.</li> </ul> <p><u>Required readings</u></p> <ul style="list-style-type: none"> <li>• Kendi, <i>How to Be an Antiracist</i>, ch. 1. (pp. 13-23) Definitions [available online via IUCAT]</li> <li>• Watch the webinar from Bard College with John McWhorter - What is Racism? <a href="https://iu.mediaspace.kaltura.com/media/t/1_xvd6hdmm">https://iu.mediaspace.kaltura.com/media/t/1_xvd6hdmm</a></li> <li>• Pro Con, Arguments Critical Race Theory <a href="https://www.allsides.com/blog/perspectives-critical-race-theory">https://www.allsides.com/blog/perspectives-critical-race-theory</a></li> </ul> <p><u>Going further (partly covered in lectures)</u></p> <ul style="list-style-type: none"> <li>• Delgado and Stefancic. <i>Critical Race Theory</i>.</li> <li>• Kendi, <i>How to Be an Antiracist</i>. (2019)</li> <li>• Wood - Am I proud of my "whiteness"? (2022)</li> <li>• Bell, Jeannine. <i>The resistance &amp; the stubborn but unsurprising persistence of hate and extremism in the United States</i> (2019)</li> <li>• Jones. 1619: The Legacy of Slavery in America [short clip available via IUCAT]</li> <li>• Lipstadt and Herf in the Jewish Quarterly (2021) [available in files on Canvas]</li> </ul>
Week 10 10/24	<b>Anti-Asian, anti-Hispanic/Latinx, and anti-Muslim Hate</b>



	<p><b>Goals</b></p> <ul style="list-style-type: none"> <li>✓ Understanding the history of some other ethnic and religious minorities in the U.S. and prejudices against them.</li> </ul> <p><b>Research goals</b></p> <ul style="list-style-type: none"> <li>✓ Submit the annotation of the second sample of 30 tweets on annotation portal/ CSV file.</li> <li>✓ Comparing annotation results.</li> <li>✓ Evaluating tweets and making notes in your research diary.</li> </ul> <p><u>Required readings</u></p> <ul style="list-style-type: none"> <li>• Pak Hong. <i>The Slur I Never Expected to Hear in 2020</i></li> <li>• Reid-Merritt, Patricia and Michael S. Rodriguez, <i>Race and Identity in Hispanic America: The White, the Black, and the Brown</i> (2020), chapter 3.</li> <li>• Considine, Craig. <i>Muslims in America: Examining the Facts</i>, ABC-CLIO, LLC, 2018, pp.31-36.</li> </ul> <p><u>Going further</u></p> <ul style="list-style-type: none"> <li>• Patricia Reid-Merritt and Michael S. Rodriguez, <i>Race and Identity in Hispanic America: The White, the Black, and the Brown</i> (2020), chapter 10. [available online via IUCAT]</li> <li>• Considine, Craig. <i>Muslims in America: Examining the Facts</i>, ABC-CLIO, LLC, 2018 [available online via IUCAT]</li> </ul>
Week 11 10/31	<b>Conspiracy Theories Blaming Jews (and Asians) for Covid</b>
	<p><b>Goals</b></p> <ul style="list-style-type: none"> <li>✓ Discussing conspiracy theories related to the pandemic (targeting Asians and Jews).</li> </ul> <p><b>Research goals</b></p> <ul style="list-style-type: none"> <li>✓ Evaluating ca. 100 tweets on the Portal and making notes in your research diary (I/III).</li> <li>✓ Sharing and discussing notes from your research diary.</li> </ul> <p><u>Required readings:</u></p> <ul style="list-style-type: none"> <li>• United Nations. Report of the Special Rapporteur on freedom of religion or belief. September 2019, pp. 1-4.</li> <li>• Hellerstein (March 2021), The fevered world of antisemitic vaccine conspiracies (3 pages)</li> </ul> <p><u>Going further (partly covered in lectures)</u></p> <ul style="list-style-type: none"> <li>• CST (Community Security Trust) 2020 Coronavirus and the plague of antisemitism.</li> <li>• United Nations. Report of the Special Rapporteur on freedom of religion or belief. September 2019</li> <li>• Oxford survey 2020 Covid Conspiracy UK</li> </ul>
Week 12 11/7	<b>Hate Crimes and Hate Incidents</b>
	<p><b>Goals</b></p> <ul style="list-style-type: none"> <li>✓ Discussing recent studies on social media and hate.</li> </ul> <p><b>Research goals</b></p>

	<ul style="list-style-type: none"> <li>✓ Evaluating ca. 100 tweets on the Portal and making notes in your research diary(II/III).</li> <li>✓ Debriefing of tweet evaluation.</li> </ul> <p><u>Required readings:</u></p> <ul style="list-style-type: none"> <li>• Hate crimes and incidents according to the ADL, <a href="https://www.adl.org/resources/tools-to-track-hate/heat-map">https://www.adl.org/resources/tools-to-track-hate/heat-map</a></li> <li>• "Hate groups" according to SPLC, <a href="https://www.splcenter.org">https://www.splcenter.org</a>. Go to the hate crime map.</li> </ul> <p><u>Going further (partly covered in lectures)</u></p> <ul style="list-style-type: none"> <li>• Bergengruen, Vera. "The wages of hate." In: Time, August 2020</li> <li>• Community Security Trust. "Hate Fuel." 2020</li> <li>• Frey et al. "Artificial Intelligence and Inclusion: Formerly Gang-Involved Youth as Domain Experts for Analyzing Unstructured Twitter Data." In: Social Science Computer Review 2018.</li> <li>• Klein et al. "Pathways to conspiracy_ The social and linguistic precursors of involvement in Reddit's conspiracy theory forum." 2019</li> <li>• Wasssem and Hovy. "Hateful Symbols or Hateful People? Predictive Features for Hate Speech Detection on Twitter" 2019.</li> <li>• ADL 2019 SURVEY Online Hate and Harassment. The American Experience.</li> <li>• FBI Reports, see <a href="https://www.fbi.gov/services/cjis/ucr/hate-crime">https://www.fbi.gov/services/cjis/ucr/hate-crime</a></li> </ul>
Week 13 11/14	<b>CORE (Community Response on White Nationalism)</b>
	<p><b>Goals</b></p> <ul style="list-style-type: none"> <li>✓ Evaluating a community response to local appearances of white nationalism: What is effective? What needs to be changed? What is missing?</li> <li>✓ Evaluating ca. 100 tweets on the Portal and making notes in your research diary (III/III).</li> </ul> <p><b>Research goals</b></p> <ul style="list-style-type: none"> <li>✓ Tracing the narratives of extremist white supremacists.</li> <li>✓ Documenting your notes from your research diary.</li> </ul> <p><u>Required readings</u></p> <ul style="list-style-type: none"> <li>• CORE website "Manifest" by the white supremacist who opened fire at a predominantly Black neighborhood in Buffalo, NY, in May 2022, killing 10 Black people.</li> </ul> <p><u>Going further (partly covered in lectures)</u></p> <ul style="list-style-type: none"> <li>• Lobosco (<a href="#">CNN 2022</a>), How Buffalo is ensuring the Black community isn't left behind after mass supermarket shooting.</li> <li>• Fryer 2022 in Fortune diversity and inclusion.</li> </ul>
11/21	THANKSGIVING BREAK
Week 14 11/28	<b>Hate Speech/ Free Speech/ Counter Narratives - What should be done?</b>
	<b>Goals</b>

	<ul style="list-style-type: none"> <li>✓ Discussing limitations of free speech and downsides of censorship in democracy.</li> <li>✓ Thinking about potential strategies to combat hate speech.</li> <li>✓ Discussing strategies: what to do?</li> </ul> <p><b>Research goals</b></p> <ul style="list-style-type: none"> <li>✓ Reflecting on your research diary.</li> </ul> <p><u>Required readings:</u></p> <ul style="list-style-type: none"> <li>• ACLU (American Civil Liberties Union) Statement on Freedom of Expression. 1997</li> <li>• Pinkus, The Limits of Free Speech in Social Media,  <a href="https://accessiblelaw.untDallas.edu/limits-free-speech-social-media">https://accessiblelaw.untDallas.edu/limits-free-speech-social-media</a></li> </ul> <p><u>Going further (partly covered in lectures)</u></p> <ul style="list-style-type: none"> <li>• Quer and Namaat. "Recent Developments and Policy Recommendations on Combating Online Hate Speech." Kantor Center Research Paper 2020.</li> </ul>
Week 15 12/5	<b>Revisions</b>
	<p><b>Goals</b></p> <ul style="list-style-type: none"> <li>✓ Revisions</li> </ul> <p><b>Research goals</b></p> <ul style="list-style-type: none"> <li>✓ Submit final research.</li> </ul> <p><u>Resources (not required):</u></p> <ul style="list-style-type: none"> <li>• Film: White Noise: Inside the Racist Right (Daniel Lombroso, The Atlantic, 2020) [94 min.] [online available via IUCAT].</li> </ul>
Week 16 12/12	<b>FINAL EXAMS WEEK</b>
	Final: Wednesday, December 14, 8-10 AM

### Graded Research Assignments

- ✓ **Week 6-8:** Evaluation of **one disseminator of white supremacist or antisemitic hate speech** on social media (Telegram, Gab, Discord, Twitter, Facebook, TikTok, etc.) or through blogs/websites.
  - Track their most important themes, target groups, and self-images.
  - Summarize your findings on two pages (+screenshots and links)
- ✓ **Week 8-12:** Participate in ongoing research to track hate speech. Label datasets and **determine if tweets are anti- Asian/Muslim/Jewish/Black/Latinos/Latinas.**
- ✓ **Week 13:** Evaluate a website that has been built by a Bloomington community group to oppose white nationalism.
- ✓ **Week 14:** Reflections on your research diary

More information will be provided on Canvas and discussed in class.

### Kritik

This term, we will be using [Kritik](#), a peer-to-peer learning and evaluation platform. It is an engaging and gamified web platform that helps you develop your critical thinking skills according to [Bloom's Taxonomy](#).

Each Kritik activity has 3 unique stages:

Stage 1: Create → Follow the instructions, read the provided rubric and create a submission.

Stage 2: Evaluate → Anonymously score your peers based on a rubric and provide written comments.

Stage 3: Feedback → Provide peer evaluators anonymous feedback on how motivational/critical their comments were.

### Grading

When you participate in Kritik activities, you will receive 3 scores: Creation score, Evaluation score and Participation score. Together, these will add up to 30% of your final course mark. To understand what these scores mean and exactly how they are calculated, please read the section How Scoring Works in Kritik's [help center](#).

### Registration/Support

An email invitation will be sent to your school email account that contains the link to register for a Kritik account and enroll in the course. You **MUST** use your university email to sign up to access the course. If you did not receive any email yet, please contact Kritik using the live chat button on their website.

How to get help: If you have any questions about Kritik, please use **the live chat** in the app. A human agent will respond promptly in a few minutes during business hours. You can also visit Kritik's [help center](#) which should address any questions you have about the platform.

### Class discussions

We will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. All students and the instructors are expected to engage with each other respectfully. Unwelcome conduct directed toward another person based upon that person's actual or perceived race, actual or perceived gender, color, religion, age, national origin, ethnicity, disability, or veteran status, or for any other reason, may constitute a violation of university policy (Code of Student Rights, Responsibilities, & Conduct).

#### **Use of mobile devices for specific course objectives only:**

Human connection is the heart of modern education in arts and sciences. We can't learn without you. Arrive prepared and ready to think out loud and share confusion. Class meetings involve discussions in a variety of formats, some experimental and perhaps unfamiliar. These varied structures enable different forms of thinking and analysis; they also accommodate diverse personalities and learning styles. In all settings, collaborate thoughtfully and respectfully with your peers. When you disagree with or don't understand something you hear, ask questions. Your peers' questions are as important as mine, so listen carefully.

I encourage students to use technology as much as it helps them to improve their learning experience, including using laptops and tablets during lectures, **if that is class related**. You will need a laptop/tablet/smartphone for some of the activities in class, both in lectures and discussion sections. Please bring your laptop if you can. However, there is a big risk of getting distracted, of course, because humans are less multitask as they think. However, I trust that you will find the balance that is right for you and that does not distract other students.

There is literature that shows that electronics are often a major distraction in class and disrupt class discussion, one of which includes: Fried, C.B. (2008). In-class laptop use and its effects on student learning. *Computers & Education*, 50(3), 906-914.

#### **Citation**

In your written work, you have to give credit where credit is due. If you quote from another writer, or if you paraphrase his or her ideas, points, or arguments, you must give a bibliographic citation or footnote in a proper format. This is true even if you're using an online source. Failure to do so is plagiarism. Any paper that is found to be plagiarized, in part or in whole, will receive zero points. Please use the Chicago Manual of Style Author-Date, see [https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-2.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html).

#### **Plagiarism Policy and Academic Integrity**

Watch this brief [Prezi overview on academic integrity, linked here](#).

According to I.U.'s *Code of Student Rights, Responsibilities, and Conduct*,

<http://studentcode.iu.edu/> "Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged unless the information is common knowledge. A student must give credit to the originality of others and acknowledge indebtedness whenever:

1. Directly quoting another person's actual words, whether oral or written;
2. Using another person's ideas, opinions, or theories;
3. Paraphrasing the words, ideas, opinions, or theories, whether oral or written;
4. Borrowing facts, statistics, or illustrative material; or
5. Offering materials assembled or collected by others in the form of projects or

collections without acknowledgment.”

If you are unsure about the expectations for completing an assignment, be sure to seek clarification beforehand. All suspected violations of the *Code* will be handled according to University policies. Sanctions for academic misconduct may include a failing grade on the assignment, reduction in your final course grade, or a failing grade in the course, among other possibilities, and must include a report to the Dean of Students, who may impose additional disciplinary sanctions.

### **Sexual Misconduct**

As your instructor, one of my responsibilities is to create a positive learning environment for all students. IU policy prohibits sexual misconduct in any form, including sexual harassment, sexual assault, stalking, sexual exploitation, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with the IU Sexual Assault Crisis Services at (812) 855-5711, or contact a Confidential Victim Advocate at (812) 856-2469 or [cva@indiana.edu](mailto:cva@indiana.edu).

It is also important that you know that University policy requires me to share certain information brought to my attention about potential sexual misconduct, with the campus Deputy Sexual Misconduct & Title IX Coordinator or the University Sexual Misconduct & Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/index.html> to learn more.

### **Bias-Based Incident Reporting**

Bias-based incident reports can be made by students, faculty and staff. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability can be reported through any of the options: 1) fill out an online report at <https://reportincident.iu.edu/>; 2) email [biasincident@indiana.edu](mailto:biasincident@indiana.edu) ; 3) call the Dean of Students Office at (812) 855-8187. Reports can be made anonymously at <https://reportincident.iu.edu>.

### **Support for Your Health and Well-being**

Many students are struggling with a variety of challenges.

Please check out the Dean of Students' Office <https://studentaffairs.indiana.edu/student-support/get-help/index.html> for information on where to find a wide range of support services.

### **Dean on Call**

The Dean of Students office provides support for students dealing with serious or emergency situations after 5 p.m. in which an immediate response is needed and which cannot wait until the next business day. Faculty or staff who are concerned about a student's welfare should feel free to call the Dean on Call at (812) 856-7774. This number is not to be given to students or families but is for internal campus use only. If someone is in immediate danger or experiencing an emergency, call 911.

### **Accessibility and Accommodation**

Indiana University is dedicated to ensuring that students with disabilities (e.g., chronic health, neurodevelopmental, neurological, sensory, psychological & emotional, including

mental health, etc.) have the support services and reasonable accommodations needed to provide equal access to academic programs. To request an accommodation, you must establish your eligibility by working with Disability Services for Students (iubdss@indiana.edu or 812-855-7578). Additional information can be found at [accessibility.iu.edu](http://accessibility.iu.edu). Note that services are confidential, may take time to put into place, and are not retroactive; captions and alternate media for print materials may take three or more weeks to get produced. Please contact your campus office as soon as possible if accommodations are needed.

The process to establish accommodations for a student with a disability is a responsibility shared by the student and the Disability Services for Students (DSS) Office. Only DSS approved accommodations should be utilized in the classroom. After the student has met with DSS, it is the student's responsibility to share their accommodations with the faculty member. For information about support services or accommodations available to students with disabilities and for the procedures to be followed by students and instructors, please visit: <https://studentaffairs.indiana.edu/disability-services-students/>.

### **Religious and Civic Observances**

Instructors must reasonably accommodate students who want to observe their religious holidays at times when academic requirements conflict with those observances. You can find information on religious observances at the OVPFAA Website section on Teaching Resources. Students are required to request a religious accommodation no later than 2 weeks prior to the anticipated absence. The policy also encourages instructors to include on the syllabus and announce at the beginning of the semester the policy and procedures for religious observances. Suggested syllabus language is:

Students missing class for a religious observance can find the officially approved accommodation form by going to the Vice Provost for Faculty and Academic Affairs webpage for religious accommodations: ([Religious Observances: Teaching Resources: Faculty Resources: Office of the Vice Provost for Faculty & Academic Affairs: Indiana University Bloomington](#)). The form must be submitted at least 2 weeks prior to the anticipated absence.

### **COVID RELATED**

For the most up-to-date information on issues related to Covid, see <https://covid.iu.edu/>.

### **Changes**

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement on Canvas.