



General Education course
Perspectives on Thai Past
ICGS 117

Undergraduate Program
Mahidol University International College
Social Science

TQF 3 Course Specifications

Section 1 General Information

1. Course code and course title

Thai	ICGS 117	การเอาชนะภาพลักษณ์เหมารวม ความอคติ และการแบ่งแยก
English	ICGS 117	Overcoming Stereotypes, Prejudice and Discrimination

2. Number of credits 4 (4-0-8)

(Lecture hours – Laboratory hours - Self study hours/week)

3. Program and type of subject

3.1 Program	<u>Undergraduate Degree (International Program)</u>
3.2 Type of Subject	<u>General Education</u>

4. Course Coordinator and Course Lecturer

4.1	Course Coordinator
	Douglas Rhein, Social Science Division
	Douglas.rhe@mahidol.ac.th
4.2	Course Lecturer
	Douglas.rhe@mahidol.ac.th

5. Trimester/ Year of Study

5.1 Trimester All trimesters (including summer session) / for all students in all International College Undergraduate Programs

5.2 Course Capacity Approximately 40 students

6. Pre-requisite N/A

7. Co-requisites N/A

8. Venue of Study International College



Section 2 Goals and Objectives

1. Course Goals

Key issues related to the development and continuation of stereotypes, discrimination and prejudice with a focus on understanding the processes and outcomes involved from both perpetrator and the victims perspectives

2. Objectives of Course Development/Revision

2.1 Course Objectives

This course emphasizes the need to analyze and document the impact of stereotypes, discrimination and prejudice on human perception and behavior. The students will analyze major psychological theories and research related to the topic in order to develop and in-depth understand of the causes and the effects of these ideologies.

2.2 Course-level Learning Outcomes: CLOs

By the end of the course, students will be able to (CLOs)

1. CLO1. Study and analyze the major psychological theories and research that helps us understand stereotypes, discrimination and prejudice.
2. CLO2. Develop an in-depth understanding of how the above processes impact human perception and behavior from an individual and social perspective.
3. CLO3. Use the outcomes of the analysis described above, the students will explore many psychological approaches to these issues, understand the emotional, behavioral and cognitive implications.
4. CLO4. Analyze and document the impact of stereotypes, discrimination and prejudice on our behavior and society.
5. CLO5. Express and defending one's own ideas, while commenting on other people's opinions constructively



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Section 3 Course Management

1. Course Description

การวิเคราะห์ทฤษฎีทางจิตวิทยา แนวทางทางจิตวิทยาต่อสภาพลักษณะเหมารวม ความอคติ และการแบ่งแยก ความหมายทางอารมณ์ พฤติกรรม และ กระบวนการรับรู้ ผลกระทบของพฤติกรรมที่มีต่อสังคม ความไม่อคติและการนิยามการรับรู้

Analysis of psychological theories; psychological approaches to the emotional, behavioral and cognitive implications; the impact on our behavior and society; debiasing and metacognition.

2. Credit hours per trimester

Lecture (Hour(s))	Laboratory/field trip/internship (Hour(s))	Self-study (Hour(s))
48		96

3. Number of hours that the lecturer provides individual counseling and guidance.

8 hours a week. Students can email the lecturer to make the appointment.



Section 4 Development of Students’ Learning Outcome

1. Short summary on the knowledge or skills that the course intends to develop in students (CLOs)

By the end of the course, students will be able to

1. CLO1 Describe causal development of stereotypes, discrimination and prejudice
2. CLO2 Identify different types of these ideologies
3. CLO3 Explain and analyze their own cognition patterns in relation to stereotypes, discrimination and prejudice;
4. CLO4 Design and implement a healthy response to stereotypes, discrimination and prejudice;
5. CLO 5 Discuss these concepts and formulate a rational opinion which can be defended verbally.

2. Teaching methods for developing the knowledge or skills specified in item 1 and evaluation methods of the course learning outcomes

Course Code	Teaching methods	Evaluation Methods
CLO1	Lectures, Group discussions	Quiz, Presentations, Mid-Term and Final Examinations
CLO2	Lectures, Group discussions	Quiz, Presentations, Mid-Term and Final Examinations
CLO3	Lectures, Group discussions	Quiz, Presentations, Mid-Term and Final Examinations
CLO4	Lectures, Group discussions	Quiz, Presentations, Mid-Term and Final Examinations
CLO5	Lectures, Group discussions	Quiz, Presentations, Mid-Term and Final Examinations
CLO6	Lectures, Group discussions	Quiz, Presentations, Mid-Term and Final Examinations



Section 5 Teaching and Evaluation Plans

1. Teaching plan

Week	Topic	Number of Hours		Teaching Activities/ Media	Lecturer
		Lecture Hours	Lab/Field Trip/Internship Hours		
1	Introduction to the course and discussion of expected outcomes, syllabus and assessment. Introduction to Social Psychology and Conformity	4	-	Lecture, Discussion, Group Work and Selected Videos	Douglas Rhein
2	An Exploration of Stereotypes, Prejudice, Discrimination Theory, Ignorance and Rationalization of Oppression	4	-	Lecture, Discussion, Group Work and Selected Videos	Douglas Rhein
3	Ethnicity and Identity Frustration and Aggression	4	-	Lecture, Discussion, Group Work and Selected Videos	Douglas Rhein
4	Conflict over Resources, the Impact of Self, Power and Realistic Group Conflict	4	-	Lecture, Discussion, Group Work and Selected Videos	Douglas Rhein
5	Sexism, Sex and Gender, Gender Stereotyping, Homosexuality and LGBTQ	4	-	Lecture, Discussion, Group Work and Selected Videos	Douglas Rhein



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6	Religion, Obesity, Race, Ethnicity and Politics	4	-	Lecture, Discussion, Group Work and Selected Videos	Douglas Rhein
7	Prejudice in Media	4	-	Lecture, Discussion, Group Work and Selected Videos	Douglas Rhein
8	Attribution errors, Heuristics and Prejudice in Society	4	-	Lecture, Discussion, Group Work and Selected Videos	Douglas Rhein
9	The Psychological Impact Of Prejudice on those Discriminated Against	4	-	Lecture, Discussion, Group Work and Selected Videos	Douglas Rhein
10	The Contact Hypothesis, Social Intervention and Self-Regulation	4	-	Lecture, Discussion, Group Work and Selected Videos	Douglas Rhein
11	Debiasing and Metacognition strategies	4	-	Lecture, Discussion, Group Work and Selected Videos	Douglas Rhein
12	Final Presentations	4	-	Lecture, Discussion, Group Work and Selected Videos	Douglas Rhein
13	Final Examination	2	-	Final Examination	Douglas Rhein
	Total	48	0		

2. Plan for Assessing Course Learning Outcomes

2.1 Assessing and Evaluating Learning Achievement

a. Formative Assessment

Quiz 10%

Mid-term examination 35%

Final examination 35%

Final Presentation 20%

b. Summative Assessment

(1) Tools and Percentage Weight in Assessment and Evaluation



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Learning Outcomes	Assessment Methods	Assessment Ratio (Percentage)	
CLO1 Describe causal development of stereotypes, discrimination and prejudice	Writing Examinations and Quiz	20	20
CLO2 Identify different types of these ideologies	Writing Examinations	10	10
CLO3 Explain and analyze their own cognition patterns in relation to stereotypes, discrimination and prejudice	Writing Examinations	10	20
	Presentation	10	
CLO4 Design and implement a healthy response to stereotypes, discrimination and prejudice;	Writing Examinations	10	20
	Presentation	10	
CLO5 Identify the existing stereotypes, discrimination and prejudice in their own community	Writing Examinations	20	20



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CLO6 Express and defending one's own ideas, while commenting on other people's opinions constructively	Writing Examinations	10	10
Total		100	100

(2) Grading System

Grade	Achievement	Final score (% range)
A	Excellent	90-100
B+	Very Good	85-89
B	Good	80-84
C+	Fairly Good	75-79
C	Fair	70-74
D+	Poor	65-69
D	Very Poor	60-64
F	Fail	Less than 60

(3) Re-examination (If course lecturer allows to have re-examination)

N/A - (Not applicable with MUIC)

3. Student Appeals

N/A



Section 6 Teaching Materials and Resources

1. Textbooks and/or other documents/materials

Psychology of Prejudice and Discrimination: 3rd Edition by Mary E. Kite Bernard E. Whitley Jr.

Hogg, M. A., & Abrams, D. (1990). Social motivation, self-esteem, and social identity. In D. Abrams & M. A. Hogg (Eds.), *Social identity theory: Constructive and critical advances* (pp. 28-47). New York, NY: Harvester

Wheatsheaf. Mio, J. S., Barker, L. A., & Tumambing, J. S. (2012). *Multicultural psychology: Understanding our diverse communities* (3rd ed.). New York, NY: Oxford University Press.

Tajfel, H. & Turner, J. C. (1986). The social identity theory of intergroup behavior. In W. G. Austin & S. Worchel (Eds.), *Psychology of intergroup relations* (2nd ed., pp. 7-27). Chicago, IL: Nelson-Hall.

Williams, K. D. (2001). *Ostracism: The power of silence*. New York, NY: Guilford Press.

2. Recommended textbooks and/or other documents/materials

3. Other Resources (If any)



Section 7 Evaluation and Improvement of Course Management

1. Strategies for evaluating course effectiveness by students
 - Formal student evaluations
2. Strategies for evaluating teaching methods
 - Formal student evaluations
 - Peer observation
 - Sharing and discussing teaching methods with peers
3. Improvement of teaching methods
 - Feedback from students
 - Attending workshops and conferences on teaching methodologies
 - Sharing and discussing teaching methods with peers
4. Verification process for evaluating students' standard achievement outcomes in the course
 - Examinations
 - Comments from students on learning outcomes and evaluation criteria
 - Formative feedback for students' presentations
 - Comments from students on feedback
5. Review and plan for improving the effectiveness of the course
 - Discussion with peers and people in the field
 - Discussion with students who have taken the course



Appendix

Alignment between Courses and General Education courses

Table 1 The relationship between CLOs and MU-GE Module LOs (Number in table = Sub LOs)

(Course Code)	Learning Outcomes in General Education (MU-GE LOs)								
	MLO1	MLO2	MLO3	MLO4	MLO5	MLO6	MLO7	MLO8	MLO9
CLO1 To describe causal development of stereotypes, discrimination and prejudice	1.1							8.2	
CLO2 To identify different types of these ideologies		2.2	3.1						
CLO3 To explain and analyze their own cognition patterns in relation to stereotypes, discrimination and prejudice	1.3			4.1			7.3		



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CLO4 To design and implement a healthy response to stereotypes, discrimination and prejudice;							7.1		9.2
CLO5 To identify the existing stereotypes, discrimination and prejudice in their own community			3.1				7.1		
CLO6 Express and defending one's own ideas, while commenting on other people's opinions constructively								8.2	



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Table 2 The description of MU-GE LOs and Sub LOs of the course

MU-GE LOs	Sub LOs
MLO1 create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments	1.1 identify concepts related to the context of learned issues/topics
	1.3 collect, analyse, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/problems
MLO2 select & use techniques and methods to solve open-ended, ill-defined and multistep problems	2.2 make judgment & decision through correct analysis, inferences, and evaluations on quantitative basis and multiple perspectives
MLO3 acquire specific strategies & skills within a particular discipline and adapt them to a new problem or situation	3.1 connect, synthesize and/or transform ideas or solutions within a particular framework
MLO4 create a novel or unique ideas, question, format, or product within a particular framework	4.1 Create an original explanation or solution to the issues/problems
MLO7 apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others	7.1 identify ethical issues and recognize different viewpoint and ideologies
	7.3 apply principle of ethical leadership, collaborative engagement, and respect diversity
MLO8 use a variety of means/ technologies to communicate	8.2. prepare a purposeful oral presentation designed to ncrease knowledge, to foster



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effectively and purposefully- e.g., share information/ knowledge, express ideas, demonstrate or create individual & group product, etc.	understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
MLO9 collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time	9.2 interact with others respectfully, whether as a team member or leader, to create a productive teamwork



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MU-GE Module LOs: At the end of studying MU-GE Module, successful students will be able to

Competences	LOs:	Sub LOs:
1. Critical thinking & Analysis: Use various sources and methods to collect and manage data & information and make a logical judgment and decision to arrive at solution or problem solving relevant to real-world issues/problems	1. create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments	1. identify concepts related to the context of learned issues/topics 2. demonstrate ICT literacy: use appropriate technology to find, evaluate, and ethically use information 3. collect, analyse, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/problems 4. synthesize information to arrive at logical reasoning
	2. select & use techniques and methods to solve open-ended, ill-defined and multistep problems	1. apply simple mathematical methods to the solution of 'real-world' problems 2. make judgment & decision through correct analysis, inferences, and evaluations on quantitative basis and multiple perspectives 3. apply concept of process management to solve problems
2. Creativity & Innovation: Shows capability to initiate alternative/new ways of thinking, doing things or solving problems to improve his/her or team solutions/results by applying the evidence-based process management concepts	3. acquire specific strategies & skills within a particular discipline and adapt them to a new problem or situation	1. connect, synthesize and/or transform ideas or solutions within a particular framework 2. integrate alternative, divergent, or contradictory perspectives or ideas in the solution of a problem or question
	4. create a novel or unique ideas, question, format, or product within a particular framework	1. Create an original explanation or solution to the issues/problems 2. articulate the rationale for & consequences of his/her solution- identify opportunities & risk 3. implement innovation through process management approach
	5. explore and situate oneself in a new physical environment and intellectual perspectives	1. demonstrate cultural competencies and adaptabilities in different working environments 2. resort to multi-dimensional settings and tools to acquire knowledge and skills relevant to the problem or situation at hand
3. Global perspectives & Ethics: Express one's own ideas, interact with others, guide or lead team, as proper, as an ethically- engaged and responsible member of the society	6. act autonomously within context of relationships to others, law, rules, codes, and values	1. demonstrate an understanding of the principles upon which sustainable ecosystems and societies are built 2. identify the national & global challenges associated with current economic, political, and social systems 3. exhibit characteristics of responsible citizenship 4. work effectively in diverse team (and multi-cultural settings)
	7. apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others	1. identify ethical issues and recognize different viewpoint and ideologies 2. guide & lead others 3. apply principle of ethical leadership, collaborative engagement, and respect diversity
4. Communication: communicate effectively and confidently using oral, visual, and written language	8. use a variety of means/ technologies to communicate effectively and purposefully- e.g., share information/ knowledge, express ideas, demonstrate or create individual & group product, etc.	1. communicate/present ideas effectively both oral & written forms, proper to a range of audience groups, such as verbal discussion with peers, project report. 2. prepare a purposeful oral presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. 3. prepare written documents to express ideas/solutions using different writing technologies, and mixing texts, data, and images. 4. demonstrate competence in a second or additional language
5. Collaboration and Working with team: collaborate and work effectively with team to arrive at team goals	9. collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time	1. collaborate effectively with others as a responsible team member to achieve team goals in time 2. interact with others respectfully, whether as a team member or leader, to create a productive teamwork

****When applying MU-GE module, please identify only LOs and Sub LOs. No need to mention the 5 competences. ****