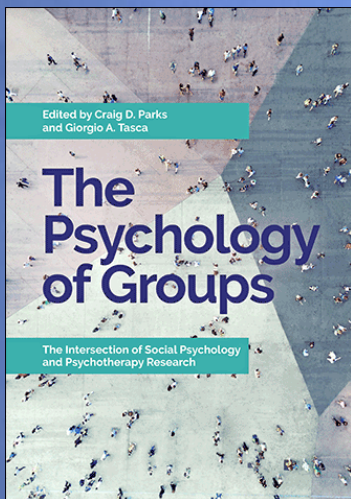


MARK YOUR CALENDARS April 22nd 6 PM

Immanuel Lutheran Church; Science Night 4

“The Fundamentals of Social Psychology”

What is that anyways?



Well, it's the study of how people behave differently in groups.

Groups?

Yes! We all make groups. In groups, out groups, “us – them”



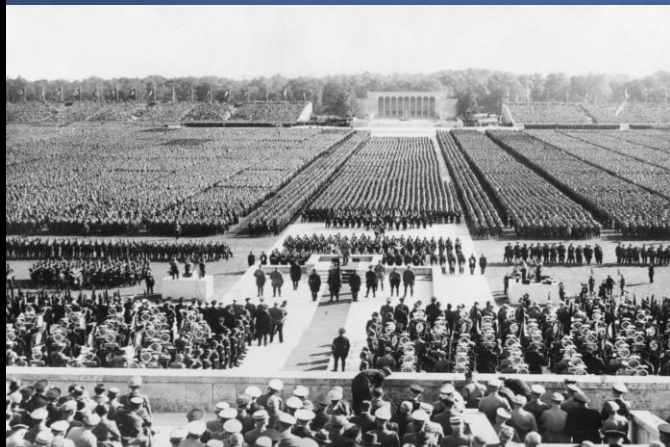
And so?

Well, masters of this psychology have gotten people to do horrible things yet BELIEVE they were right and morally justified.

How does it work?

Come to the fellowship hall, eat some pizza or dial in via ZOOM at 6 PM to find out!

(link to follow via e-mail)



Social Psychology

- Videos of NAZI groups
 - <https://youtu.be/B5E7WR8TINI?t=1>
 - <https://youtu.be/dwiYofBwKbc?t=207>
- Videos of China cultural
 - <https://youtu.be/sXAOTjNheVg?t=29>
 - <https://youtu.be/LuyVEekF1-Q?t=261>
- Videos of Women oppressed
 - <https://youtu.be/PGvnMuyjryY?t=66>
 - <https://youtu.be/ZkanAs-KGFg?t=4>
- Videos of US NAZI
 - <https://youtu.be/eq9yst4W-6c?t=57>

About SN4

- References
 - Presented on the fly on each page
- Disclaimer
 - This maybe very, very difficult to hear
- However long we need
 - We're game
 - PLEASE jump in
- My dissertation is on this stuff
 - Bio/resume' upon request

Introduction

INTRINSIC AND EXTRINSIC MOTIVATION. AN INVESTIGATION OF PERFORMANCE CORRELATION ON STUDENTS

Matei Mirabela-Constanța
University of Oradea, Faculty of Economics

Abrudan Maria-Madela
University of Oradea, Faculty of Economics

A series of research undertaken in the last decade have revealed some interesting aspects regarding the effects of different types of motivation on performance. Among the researchers who have shown interest in this field we can number: Richard Ryan, Edward Deci, Sam Glucksberg, Dan Ariely, Robert Eisenhower, Linda Shanock, analysts from London School of Economics, and others. Their findings suggest that extrinsic incentives may have a negative impact on overall performance, but a general agreement in this respect has not been reached.

In this paper we intend to shed some light upon the relationship between intrinsic and extrinsic motivation and performance. Experts define intrinsic motivation as being the execution of a task or activity because of the inherent satisfaction arising from it rather than due to some separate outcome. In contrast with intrinsic motivation, we speak of extrinsic motivation whenever an activity is done in order to attain some separable outcome.

With the purpose of contributing to the clarification of the links between concepts, we initiated and conducted an explanatory research. The research is based on the analysis of the relations between the results obtained by third year students and their predominant type of motivation. For this, we formulated and tested four work hypotheses using a combination of quantitative methods (investigation) and qualitative methods (focus group). After the validation of the questionnaires, the respondents were divided into four categories: intrinsically motivated, extrinsically motivated, both intrinsically and extrinsically motivated and unmotivated. To analyze the collected data, we made use of Excel and SPSS.

Some of the primary conclusions of the research are as follows: as the average increases, the percent of individuals having both extrinsic and intrinsic motivation is decreasing; the highest percentage of unmotivated students is concentrated in the highest average category; Female students tend to have better performance at university level. The research intends to be nearly a first step in the attempt to clarify the relationship between intrinsic (and extrinsic) motivation and performance. Further research is needed.

Keywords: intrinsic motivation, extrinsic motivation, performance, correlation.

JEL: M12, I23

I. Introduction

The concept of motivation has emerged around 1930 and it was long debated and studied in an attempt to identify what drives people to undertake a particular action. After decades of studies and research it can not be said that there is a unified theory of motivation. However, some characteristics of motivation are generally accepted.

A series of research undertaken in the last decade have revealed some interesting aspects regarding

Stanly Milgram

The Psychological Record, 2012, 62, 133–154

Theoretical Article

HISTORICAL PSYCHOLOGY AND THE MILGRAM PARADIGM: TESTS OF AN EXPERIMENTALLY DERIVED MODEL OF DEFIANCE USING ACCOUNTS OF MASSACRES BY NAZI RESERVE POLICE BATTALION 101

Douglas J. Navarick

California State University, Fullerton

In Milgram's (1963, 1965a, 1965b, 1974/2004) experiments on destructive obedience, an authority figure repeatedly ordered a resistant participant to deliver what seemed to be increasingly painful shocks to a confederate victim who demanded to be released. A three-stage behavioral model (aversive conditioning of contextual stimuli, emergence of a decision point, and a choice between immediate and delayed reinforcers) proposes that participants withdraw to escape personal distress rather than to help the victim. The model explains significant details in accounts of the 1942 massacres of some 3,200 Jewish civilians at Józefów and Łomazy, Poland, by Nazi Reserve Police Battalion 101. The use of historical analyses to test nomothetic psychological theories offers unique opportunities for advancing understanding of destructive obedience.

Key words: destructive obedience, Holocaust, violence, delay discounting, prospect choice, self-control, impulsivity, negative reinforcement, moral judgment, anti-Semitism

Stanley Milgram's landmark experiments on destructive obedience (Milgram, 1963, 1965a, 1965b, 1974/2004) are widely seen as a seminal demonstration of the power of situational variables to induce individuals to harm others on the orders of a person who occupies a position of institutional authority. At the same time, Milgram's experiments have also come to represent a prototypic case of the kind of research that can no longer be conducted under the ethical standards applied by institutional review boards. For example, whereas participants today are always assured of their right to withdraw at any time through informed consent procedures, Milgram's participants, often visibly shaken and expressing concern for the welfare of the ostensible victim, were repeatedly ordered to continue by the authority figure, an actor who played the stereotypical role of a calm, efficient, dedicated scientist (see Table A of the Appendix for procedural details).

Although Milgram's findings and insights continue to be discussed in connection with a variety of social pathologies, including suicide terrorism (Atran, 2003) and military prisoner abuse (Fiske, Harris, & Cuddy, 2004; Zimbardo, 2007/2008), empirical research on the dynamics of destructive obedience has nearly ceased. Full replications of the Milgram paradigm ended in the United States by the mid-1970s and in Europe by the mid-1980s (Blass,

Groups?

- They just form
- Common things organize of them
 - Skin
 - Looks
 - Heritage/Culture
 - Beliefs of gov't
 - Religion
 - Language
 - Horowitz - Ben Aden
 - Destroy Gaelic
 - Others
- Reason we have nations
 - Divergence and allowance of ideology/gov't/culture

Group natural progression

- Your Common group
 - In group self identifier
- Their Common group
 - Out group label

- Just happens

Italians

Hispanics

Greeks

Asian

- “us/we/ours”
“them/they/theirs”

“IN GROUP”



“OUT GROUP”



Confirmation?

“Just how we do things”

“They aren’t from around here”

“That doesn’t work for us”

“That’s not our problem, that’s their problem”

This can be good

European Journal of Social Psychology
Eur. J. Soc. Psychol. **39**, 852–861 (2009)
Published online 17 February 2009 in Wiley InterScience
(www.interscience.wiley.com) DOI: 10.1002/ejsp.596

Short research note

Familiarity and person construal: Individuating knowledge moderates the automaticity of category activation†

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AND C. NEIL MACRAE³

¹*School of Psychology, University of Birmingham, Edgbaston, UK*

²*Graduate School of Business, Columbia University, New York, UK*

³*School of Psychology, University of Aberdeen, Aberdeen, UK*

Abstract



ers' familiarity with
strual varies with
(l) categorization is
lable), it is less fun
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to so for familiar fo
Sons, Ltd.



impressions of targets and using
construal, however, this is no si
sex, age, race, manner of dress,
perception a deceptively compl
social perceivers routinely, unc
convenient starting point for p
Neuberg, 1990; Macrae & Rod



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de our construal of others—their
avior, and so on—making person
ychologists have long argued that
to social group memberships as a
e, 1998; Brewer, 1988; Fiske &
more flexible view of categori

“Prejudiced” Behavior Without Prejudice? Beliefs About the Malleability of Prejudice Affect Interracial Interactions

Priyanka B. Carr, Carol S. Dweck, and Kristin Pauker
Stanford University

Prejudiced behavior is typically seen as emanating from prejudiced attitudes. Eight studies showed that majority-group members' beliefs about prejudice can create seemingly “prejudiced” behaviors above and beyond prejudice measured explicitly (Study 1b) and implicitly (Study 2). Those who believed prejudice was relatively fixed, rather than malleable, were less interested in interracial interactions (Studies 1a–1d), race- or diversity-related activities (Study 1a), and activities to reduce their prejudice (Study 3). They were also more uncomfortable in interracial, but not same-race, interactions (Study 2). Study 4 manipulated beliefs about prejudice and found that a fixed belief, by heightening concerns about revealing prejudice to oneself and others, depressed interest in interracial interactions. Further, though Whites who were taught a fixed belief were more anxious and unfriendly in an interaction with a Black compared with a White individual, Whites who were taught a malleable belief were not (Study 5). Implications for reducing prejudice and improving intergroup relations are discussed.

Keywords: prejudice beliefs, beliefs about malleability, interracial interactions, intergroup relations, prejudice

As egalitarian values became normative in mainstream America, overt displays of racial prejudice declined. However, racially prejudiced behaviors persist in subtler forms (e.g., Dovidio, 2001; Dovidio & Gaertner, 2004; Gaertner & Dovidio, 1986; McConahay, 1986). Interactions with members of different races are still avoided and are awkward and stressful experiences for many White Americans (e.g., Mendes, Blascovich, Lickel, & Hunter, 2002; Richeson & Trawalter, 2005; Shelton, 2003; Trawalter & Richeson, 2008; Vorauer, Main, & O'Connell, 1998; for reviews, see Shelton & Richeson, 2006; Trawalter, Richeson, & Shelton, 2009). Even discussing topics related to race remains taboo for many White Americans (e.g., Apfelbaum, Sommers, & Norton, 2008; Norton, Sommers, Apfelbaum, Pura, & Ariely, 2006).

What leads many majority-group members to behave in ways that might appear prejudiced—that is, what leads them to avoid contact with members of other races, to avoid even topics like race

and diversity, or to become tense and aloof in interracial interactions? Reasonably, the standard answer is that people's racial attitudes—their underlying prejudices—fuel such behaviors (e.g., Dovidio, Kawakami, & Gaertner, 2002; McConnell & Leibold, 2001; Richeson & Shelton, 2003). In fact, majority-group members' discomfort and anxiety in interracial interactions can even be taken as a sign of their implicit prejudice (see Dovidio et al., 2002). The present research, however, tests the hypothesis that a previously unexplored factor—people's lay beliefs about the malleability of prejudice—may also powerfully shape White individuals' behaviors in these contexts, independent of the effects of their prejudice, creating behaviors that appear prejudiced even among those low in prejudicial attitudes. Specifically, we predicted that those who cast prejudice as immutable (a fixed belief), compared with those who cast it as malleable and changeable with effort (a malleable belief), would be less interested in engaging in interracial interactions (or any activities related to race and diversity) and would be more anxious before and during interracial interactions.

Beliefs About the Malleability of Attributes

Though no research to date has examined beliefs about the malleability of prejudice, our hypotheses draw support from much past research examining people's lay theories about the malleability of other dimensions of the self, such as intelligence (e.g., Dweck & Leggett, 1988) and personality (e.g., Chiu, Hong, & Dweck, 1997). This research has found that those who believe that attributes like intelligence are more fixed rather than malleable tend to focus relatively more on performance rather than learning, seeking to engage in activities that help confirm their ability. For

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“IN GROUP”



“OUT GROUP”



Confirmation?

“Who do you all think you are?”

“You all are bringing US down”

“How can we trust them?”

(they say the same things)

Categorization

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2007, Vol. 93, No. 6, 940–956

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Priming Us and Them: Automatic Assimilation and Contrast in Group Attitudes

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Social judgment theory holds that a person's own attitudes function as reference points, influencing the perception of others' attitudes. The authors argue that attitudes themselves are influenced by reference points, namely, the presumed attitudes of others. Whereas exposure to a group that acts as a contextual reference should cause attitude assimilation, exposure to a group that acts as a comparative reference should cause attitude contrast. In Study 1, participants subliminally primed with their political ingroup or outgroup endorsed more extreme political positions than did controls. Study 2 demonstrated that prime types known to uniquely facilitate assimilation and contrast enhanced the polarization effect in the ingroup and outgroup conditions, respectively. Study 3 established an important boundary condition for whether group salience produces attitude assimilation or contrast by showing that perceived closeness to the elderly moderates the direction and strength of the group priming effect. The results suggest that the transition from assimilation to contrast occurs when a group ceases to function as a context and becomes a comparison point. Implications for social judgment theory, assimilation and contrast research, and conflict escalation are discussed.

Keywords: attitudes, reference points, assimilation, contrast, intergroup conflict

Most of us think of attitudes as enduring, consistent aspects of ourselves and others: Part of what defines us is that we like our hometowns, hate certain sports teams, and have specific patterns of opinions on political issues. In reality, however, attitudes are more socially malleable. Our opinions and feelings can be influenced, often outside of our awareness, by significant others, communication partners, and even total strangers (Baldwin & Holmes, 1987; Davis & Rusbult, 2001; Higgins & Rholes, 1978; Lowery, Hardin, & Sinclair, 2001). Indeed, some of the earliest research on attitudes centered on such social influences, exploring how an individual's publicly expressed views and privately held opinions conform to the judgments and opinions of ingroup members (e.g., Asch, 1955; Deutsch & Gerard, 1955; Sherif, 1935; see Eagly & Chaiken, 1993; Turner, 1991, for reviews).

Yet as the cognitive revolution in psychology took shape, attitudinal research turned increasingly inward to examine the cognitive processes by which attitude formation and change can occur (e.g., Chaiken, 1980; Fishbein & Ajzen, 1981; McGuire, 1968; Petty & Cacioppo, 1981; see Chaiken, Wood, & Eagly, 1996, for a review). This focus on attitudes at the intraindividual level

allowed social psychologists to develop a much deeper understanding of attitude change, but it also shifted focus away from exploring interpersonal and intergroup influences on attitudes. The dominant conceptualization of attitude emerged as a construct independent of social context—one measured at a convenient Time 1, challenged by a persuasive appeal, and measured again at Time 2. Although theoretically and empirically fruitful, a more dynamic and distinctly social account seems necessary to fully explain how attitudes shift in a social world in which interpersonal and intergroup relations are ubiquitous.

Attitude Assimilation

Despite the cognitive revolution, some researchers continued to explore the more social (i.e., interpersonal or intergroup) aspects of attitude change (e.g., Davis & Rusbult, 2001; Kawakami, Dovidio, & Dijksterhuis, 2003; Sinclair, Lowery, Hardin, & Colangelo, 2005). Nonetheless, this work has tended to mirror that of earlier social influence theorists in focusing on unidirectional change—that is, attitude change toward (rather than away from) the perceived attitude of another person or group. For instance, Kawakami et al. (2003) demonstrated that participants primed with the social category *elderly* espoused more conservative attitudes, presumably because of the stereotype that older people are relatively conservative. In the interpersonal domain, Davis and Rus-

Alison Ledgerwood, Department of Psychology, New York University; Shelly Chaiken, Berkeley, California.

This research was facilitated by a National Science Foundation Graduate

“IN GROUP”

We/Us/Ours

Common Identity

Common values

GOOD

“OUT GROUP”

Them/They/Theirs

Common Identity

Common values

BAD



Confirmation?

“Look, there’s a white woman playing golf. I bet she’s a stuck up rich, white supremacist”

Consolidation

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Copyright © 2008 Society for Psychophysiological Research
DOI: 10.1111/j.1469-8986.2008.00659.x

BRIEF REPORT

Attributions, deception, and event related potentials: An investigation of the self-serving bias

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Abstract

Self-serving attributions occur when negative personal outcomes are ascribed to external circumstances and when positive outcomes are ascribed to internal factors. Individuals strategically employ the self-serving bias to maintain and protect positive self-views. The current study investigated the neural correlates of the self-serving bias using dense array EEG, giving 20 participants false (success or failure) feedback during a facial working memory task. Participants made self-serving attributions during the task, primarily following failure feedback. Voltage and source analyses in response to attribution stimuli revealed that, compared to self-serving responses, non-self-serving attributions were preceded by enhanced dorsomedial frontal cortex activity. This finding suggests that unbiased attributions require greater self-control, overriding the automatic tendency for self-enhancement.

Descriptors: Self-serving Bias, Attribution, EEG, Cognitive Control, Prefrontal cortex, Facial working memory

The propensity to attribute success to the self and failure to external factors is known as the *self-serving bias* (Miller & Ross, 1975). Since the advent of experimental social psychology, the self-serving bias has been demonstrated repeatedly (for a review, see Campbell & Sedikides, 1999). A classic paradigm involves completion of an ego-involving, ambiguous task that is followed by bogus success or failure feedback, and after which the participant makes an internal or external attribution. A self-serving bias is evident when attributions for success relative to failure reflect more internal, and less external, causation. A common example of the bias occurs during a test-taking situation when an individual attributes a high grade to ability or effort but attributes a failing grade to the test or bad luck.

Social psychological research on the self-serving bias is extensive, but there is relatively little research on its neural underpinnings. Blackwood et al. (2003) had participants imagine hypothetical interpersonal situations and make internal, external-situation, or external-personal attributions for events. Self-serving attributions were associated with increased BOLD signal in bilateral caudate, a region associated with motivational control of behavior (Robins & Everitt, 1996). Non-self-serving attributions were associated with increased BOLD signal in angular gyrus, middle temporal gyrus, and orbitofrontal cortex.

Mentally simulating events are common in neuroimaging studies; however, this approach is not ideally suited for studying the self-serving bias. A more classic approach would be to examine patterns of neural activation while participants were actually attributing causality for experimentally manipulated outcomes.

The present research executed such an experimental approach. Participants engaged in an ego-relevant task, received bogus success or failure feedback, and made attributions for performance. Based on classic theories of automatic and controlled processing (Kahneman & Treisman, 1984; Schneider & Shiffrin, 1977), we hypothesize that self-serving attributions reflect automatic behavior (happening readily), and non-self-serving attributions reflect more controlled processing (effortful, demanding attention). Dense-array electroencephalography (EEG) data were continuously recorded during the task. If, as hypothesized, the self-serving bias reflects automatic processing and less biased attributions demand more controlled processing, non-self-serving attributions should elicit relatively higher levels of activity in neural systems relating to cognitive control than should biased attributions.

Methods

Attribution gets worse

- Even “our” groups shortcomings are blamed on “them”
 - Over 70% high school drop out Detroit/Indy/Baltimore
 - White system
 - You’re a racist ...
 - Caving to whitey if you get an A in physics
 - Math is racist
 - Music is racist
 - Women are leaving the workplace in record numbers
 - Staying at home is betrayal of all women’s progress
 - Betrayal of Rosey’s work
 - Glass ceiling male system
 - Gender dysphoria therapy
 - Religious domination
 - Post abortion consoling
 - Male patriarchy

MASTERS “Less thans”

Reflections on the History of Attribution Theory and Research

People, Personalities, Publications, Problems

Bernard Weiner

University of California, Los Angeles, USA

Abstract. Fifty years after the publication of *The Psychology of Interpersonal Relations* (Heider, 1958), attribution inquiry remains strong, but no longer dominant. This article examines some of the people (particularly, Fritz Heider, Edward Jones, and Harold Kelley), publications, and conceptual issues that contributed to the duration of this line of work. Personal anecdotes are included.

Keywords: attribution, social psychology, history of psychology

In the 1950s, and particularly in the latter half of that decade, there was much theoretical ferment and excitement in the related psychological subdisciplines of personality, social psychology, and human motivation. Among the contributions at that time were Rotter's (1954) conception of social learning theory; Festinger's (1957) beliefs about cognitive dissonance; Atkinson's (1957) theory of achievement striving; a variety of versions of cognitive consistency (e.g., Abelson & Rosenberg, 1958), including Heider's (1958) notions about balance; extensions of Hullian drive theory to human learning and anxiety (Spence, 1958); White's (1959) ideas about competence motivation; the elaboration of ego-psychology by Rapaport (1959) and others; and many additional contributions of perhaps equal importance. Also during this time, Heider (1958) published his book, *The Psychology of Interpersonal Relations*, which is being celebrated in this volume.

Fifty years later, it is useful to compare the longevity of these seminal conceptions and determine which of them are alive and well, as well as asking why the theories initially took hold. This search is consistent with the findings of attribution research – we seek the cause(s) of an important outcome. The conclusions to these questions will be arguable, but it certainly is the case that attribution theory has not died and has (perhaps) outlived all (or most of) the conceptual advances listed above (e.g., how many current graduate students in psychology can explain or even have heard of the contributions of Hull-Spence to drive theory, the advances of ego psychology put forth by Rapaport, and so on). However, it also is fair to state that attribution no longer is the dominant field of inquiry it once was, say in the 1970–1985 era.

What gave rise to the growth and maintenance of this theory? Why is it that 50 years after the publication of Hei-

der's book, attribution theory still has some prominence? One answer to these questions relates to the places and the personalities of the initial contributors. Atkinson, Festinger, and Hull, for example, taught at major universities; they had research groups, research assistants, and graduate students, as well as faculty collaborators. These theorists could be considered tribal leaders, being the kings and dominant members of their tribes. They laid down the laws; their wishes were abided; they were feared and admired. One was an accepted member of the in-group or (at best) a misguided member of the out-group. Hull, who was trained as a robotic engineer, refused Heider's request to attend his research meetings (at that time, Heider was at Smith College in Massachusetts, not too distant from Yale University in Connecticut). In a similar manner, Spence would not allow his students to take Lewin's classes when both were at the University of Iowa, and they clashed over the addition of philosopher Gustav Bergmann to advance their theoretical systems.

How this contrasts with Heider, at the rather unknown University of Kansas, working on his own without research assistants or funding. At the time prior to the publication of his book, Heider's "experimental" work did not require lab assistants. One morning when I was at his house in Lawrence, Kansas, he excused himself, saying he was going upstairs to his study to conduct some experiments. There his analysis of *Romeo and Juliet* fostered the growth of balance theory (the situation between the lovers and the parents created an imbalanced state), as did his "experimental" insights regarding the latent imbalance portrayed in Ibsen's *Wild Duck* (the devoted husband is unaware of the financial disasters undertaken by his beloved wife). Furthermore, Heider's book was published when he was 62 years old. This was not the setting or conditions for the

Denigration gives justification

- LAW
- Ir
- W
- W
- Black discrimination/segregation
- The “less thans” need to be ruled (sub-



thans

- India
- Burma
- Middle East
- “GEORGE BUSH, GEORGE BUSH!”

Then the “out group” Dehumanized

- <https://youtu.be/9viLCk2fKkg?t=9>
- Less than human
 - To denigrate the out group blame internal pain/wrongdoing on “them”
- Democide of the “less thans”
 - Since 1900
 - 260 million
 - More than all the wars in the history of the world
 - **COMBINED**

“IN GROUP”



“OUT GROUP”



NAZI example

- Us/them/ours verses Them/they/theirs
- Denigrated the out-group
 - Laws passed
 - Ghetto



20 MENSEN *AD O.

OOK U MOET DEZE FILM ZIEN!

EEN DOCUMENTAIRE FILM OVER HET WERELD-JODENDOOM.
MAAR EEN IDEE VAN D. E. TAUBER / SAMENSTELLING: FRITZ HIPPLER
MUZIEK: FRANZ R. FRIEDL

Where did the NAZI get this data/science?

- From us here in the United States
 - “Settled science” (denigration)
 - 1920 Cold Bay Harbor pee pod
 - “defective germ plasm”
 - Negative Eugenics
 - Indian genocide
 - Black segregation/racism

- La

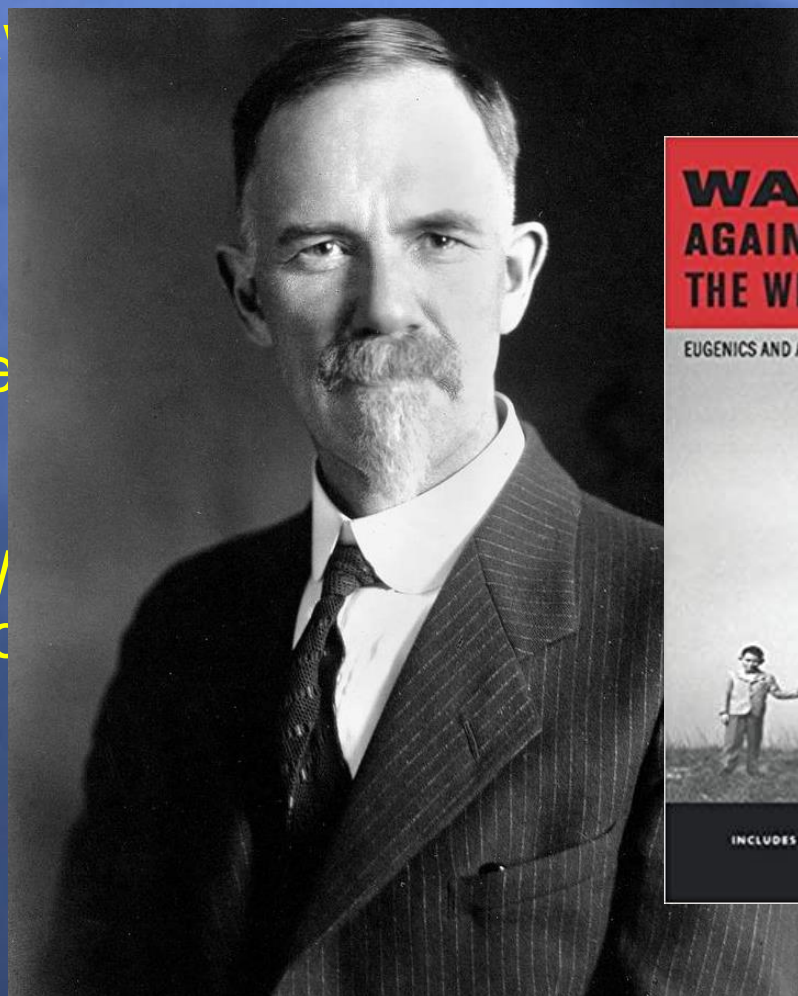
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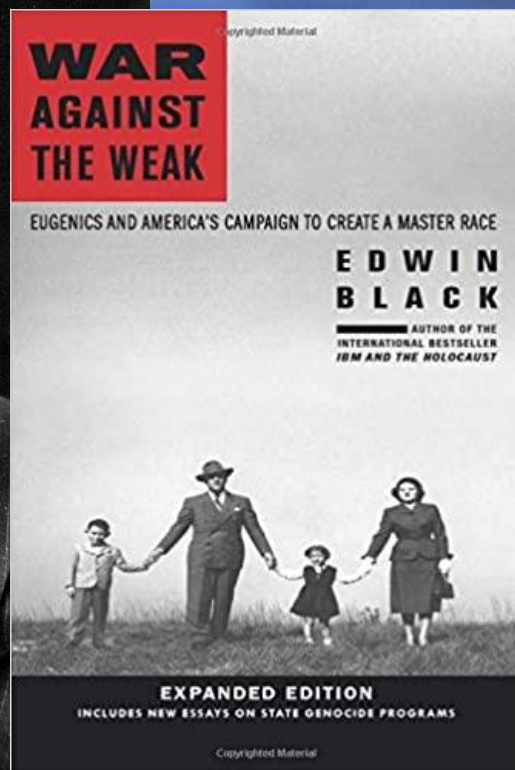
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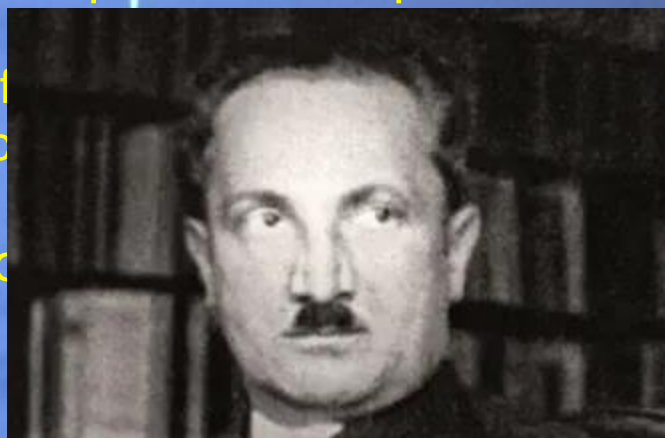


Eugenics



What was the US immigration policy?

- MASSIVE influx from “Nordic” parts of Europe with the “co



- Northern preference
- Northern decision
- 4000
- out group
- ndors

- Wh

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- Gu
- immigration

- Martin
- <http://>

- Backbo
- Davenp
- IBM he
- identifi
- families
- of defe

- Hitler prai
- it! Look at

- UNIFORM from NJ/Mass/NY



Why NAZI Germany betray Russia?

- 1939 Russia
weeks after
- Hitler had
English
– “Settle
- Why did
Russian
folks)
– SS uni
- Finn
SS (Bata
infan
SS c
• Mor
- So what
America?

4 Foreign Waffen-SS units recruited by Nazi Germany

- 4.1 Albania
- 4.2 Belgium
- 4.3 Bulgaria
- 4.4 Bohemia and Moravia
- 4.5 Croatia
- 4.6 Denmark
- 4.7 Estonia
- 4.8 Finland

Soviet Union [edit]

- 14th Waffen Grenadier Division of the SS (1st Galician)^[52]
- 29th Waffen Grenadier Division of the SS RONA (1st Russian)^[52]
- 30th Waffen Grenadier Division of the SS (1st Belarussian)^[52]
- Osttürkische Waffen-Verbände der SS^[50]
- Kaukasische Waffen-Verbände der SS^[50]
- Waffen-Sturm-Brigade Kaminski^[50]
- Waffen-Sturm-Brigade RONA^[50]
- Tataren-Gebirgsjäger-Regiment der SS^[50]
- Waffen-Gebirgs-Brigade der SS (tatarische Nr. 1)^[52]
- Waffen-Grenadier-Brigade der SS (weißruthenische Nr. 1)^[52]

- 4.19 Sweden
- 4.20 Switzerland
- 4.21 Serbia
- 4.22 United Kingdom

1983 Communist Revolutionary Doctrine

- Class at the AFA
 - Speech at the UN (KGB subversion) Nikita Khrushchev
 - https://en.wikipedia.org/wiki/Shoe-banging_incident
- Remove all overarching binding common values
 - History
 - Church/faith
 - Constitution
 - Family/community
- Turn the world's only melting pot against itself
 - Generate poverty/misery remove middle class
 - Make everyone hate “their” out groups
 - If you are not a communist, your are the “out-group”
- SELECT the ones to be dehumanized
 - White/Male/Christian/Husbands/Fathers
 - Why? (see goals)
 - “Results?”
 - Deplorables/Chumps/Racists/Supremacy /NAZI
- NEVER HAPPEN HERE RIGHT?
 - Heidegger to Auschwitz
 - Seven years
 - Two US POTUS terms
- <https://youtu.be/C2iQh5YuY50>

How do we fight this?

- Know it's happening
 - Not just politics (“Trained Marxists” means THIS STUFF)
 - Ask why big tech feeds the fight?
 - Ask why media feeds the binary?
 - Ask why does academia/education push hate?
- Tell others what's happening
 - Point back to the UN design and the KGB subversion process
 - ANTIFA was coined in 1944
 - “SO!”
- Stop the fake binary (many groups)
 - We all can be “in” how?
- Focus on overarching commons
 - Faith
 - Constitution
 - Disarm is a COMMUNIST demand
 - Lawful conduct
 - Defund the police is NOT a black community demand it is a COMMUNIST demand
 - Get a common enemy of “us”
 - Tyranny
 - Other nations pushing this narrative on us/funding it

Know the systems

- There is systematic oppression of historically oppressed
 - Where are the systems?
 - What are the systems?
 - Who controls the systems?
 - Who is it aimed at?
 - Why?
- Add solutions to the systems
- **PUSH THE SOLUTIONS**
 - School choice/Vouchers
 - Fed investment in inner city
 - High paying non-college jobs
 - Access to higher education
 - Freedom to defend
 - Remove punishment for trying

Revolution?

- Common characteristics that brought about the French/American/Russian/Puritan revolutions (Brinton, 2007)
 - Debt and currency collapse
 - Economic soaring then crashing
 - Government malfeasance
 - Inept and inconsistent use of government force
 - Perception that the upper class (“them”) have broken faith with and prey upon the lower class (“us”).
 - Discontented academics providing the narrative (Who are the academic bosses of today?)

By the way IT'S EVERYWHERE

- Offices
- Church
- School
- Us/we/ours against them/they/theirs
- How do we fight it in our church?
 - WE are US/OURS and the World is THEM/THEY/THEIRS
 - We offer them Jesus
 - Admit our faults
 - Don't act like what they expect
 - Jesus gives instructions
 - We do the same internally
 - Bible
 - Church Constitution

Summary

- We are late to the fight with little understanding (Trained Marxists)
- They got masses of people to do it
 - Anne Frank?
- Others have been spot on how to use this to justify
 - Denigration/ dehumanization
 - Lawful discrimination and then genocide
- Just from 1900
 - Mao/Hitler/Stalin/Pot/Leopold/Castro
 - More than 260 million (IT'S POPULAR)!
- SAFETY NOTE
 - If you're the gov't/media/academia/education's "out group?"
 - Don't disarm

Resources

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