

# **Presentation Planning Document**

**Title of Presentation: Emotion and racism in the wake of the global coronavirus outbreak**

Begin by describing your real-life situation:

There was a video that surfaced early March showing an Asian man who was being harassed as a result of alarmism in the wake of COVID-19. He was not only yelled at but also referred to as a spreader of the disease. He was not even given a ride by taxis. Even the police backed him off when he went to seek assistance, underpinning racism amid the outbreak.

What is your knowledge question from the real-life situation?

- To what degree is knowledge construction barred by emotions?

Explain the connection between your real life situation and your knowledge question:

The RLS raises the concern of perceived interpretation of masses in regard to the coronavirus pandemic. Likewise, the KQ focuses on the reaction towards the pandemic. Thus, they both address the reality regarding the pandemic. As such the stereotypes developed by people regarding the ideas or realities that are not founded by sufficient comprehension are looked at.

Outline how you intend to develop your TOK presentation in the context of your real-life situation. Include analysis of your main knowledge question and related knowledge questions as well as arguments and perspectives. Responses can be presented in continuous prose or as a list of points:

## **1. How my real-life situation connects to my point of view.**

Address the emotion and bigotry in the aftermath of the widespread coronavirus epidemic and provide insight into how the Asian man was harassed on the highway in Egypt by the warning regarding the pandemic.

## **2. State the knowledge claim that I extract from the RLS.**

Claim 1: People's emotions can bar them from developing accurate information regarding a particular issue.

Claim 2: Lack of enough information leads to conclusions that are partially true and cannot be proved.

## **3. Develop a discussion of how my claim led me to my KQ.**

Evaluation of the aforementioned statements led me to my KQ: to what degree does emotion impede the creation of knowledge? By considering people's responses to events that they cannot describe, as well as the changes that have taken place in the past, I have decided to develop a more lucid view of the place of feeling in order to discourage people from gaining valid observations into real phenomena.

4. Refocus on my real-life situation, thus time with more details to develop a deeper analysis.

5. Develop the the AoKs and WoKs which ideally relate with my knowledge question.

AoK 1: Human Sciences

WoK1: Reason

AoK2: History

WoK 2: Language

6. Give considerations to the facets that could measure and apply to all AoKs.

Human Sciences:

History:

7. Consider the devices that can measure the relationship between the use of WoKs and my AoK and how they both relate with the KQ.

8. Come up with a conclusion that answers my KQ.

To what degree is knowledge construction barred by emotions

9. Relate my answer to emotion as it relates to knowledge production regarding the Covid-19 epidemic

10. To establish how my conclusion is limited.

11. Come up with a perfect counter to my conclusion limitations.

12. Design other RLSs that relate to my KQ.

13. Make a final conclusion that notes and affirms why I was right in my initial position.

14. List the citation used in my presentation.

Show the significance of your conclusions with particular reference to your real-life situation and indicate how those conclusions might be relevant to other real-life situations:

My inference is that feeling has a significant impact on the process of generating new products. Close evaluation of psychodynamic theory reveals that incapacitated psychological processes, such as fear, shape a person's perception of reality. This hypothesis may be used to describe the response of the Egyptians to the Asian presence. In the same way, Hitler's decision to regulate the media drove his Nazi agenda because people were only allowed access to a one-sided contextualization of the ideology. Such truths show that feelings can hinder a people's capacity to construct new knowledge.

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