

Connections 255: Why We Hate
Professor Matthew Hoffman

Spring '18, M/W/F 12:30-1:20

Ware Seminar Room

Office Hours: located in STA 321, Mondays, 2:00-4:00, Thursdays, 9:30-11:20, ABA

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Preceptor: Sarah Silverstein '19, ssilver1@fandm.edu

Why have groups of people targeted other groups of people for hatred, discrimination, and persecution throughout human history? In this Connections course, we will use multiple disciplinary perspectives to begin to answer this fundamental question. We will look at a number of historical examples of group hatred; examine some of the root causes of these hatreds; explore modern examples of Genocide and Ethnic Cleansing, and research and analyze Hate groups in contemporary America and the world at large.

Required Readings:

Racism: A Short History, George Fredrickson

Race, Racism, and Science: Social Impact and Interaction, John P. Jackson Jr. and Nadine M. Weidman

Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland, Christopher Browning

We Wish to Inform You That Tomorrow We Will be Killed With Our Families: Stories from Rwanda, Phillip Gourevitch

Additional Required Readings available on Canvas

Required Films (On Reserve at SFL Reserve Desk):

Focus (2001, Anti-Semitism)

Hotel Rwanda (2005, Rwandan Genocide)

American History X (1998, Skinheads)

Crash (2005, Race in America)

The Laramie Project (2002, Homophobia)

Required Assignments

Reading Responses (20%): You will be responsible for turning in **four** short papers (1-2 pages) responding to **five Reading Response** questions on the assigned readings. (You may skip one). The questions and due dates are included below on the course schedule. (More guidelines to be provided.)

Primary Source Analysis (10%): Choose a **3-page** paper based on in-depth analysis of a set of images, which will be handed out one week before the paper is due in class. The Image Analysis paper is **due on 2/21**. (More guidelines will be provided); or a **3-page** paper based on in-depth analysis of a short primary text, which will be handed out one week before the paper is due in class. The Primary Text Analysis paper is **due on 3/28**. (More guidelines will be provided).

Reading Quizzes (10%): There will be a number of short unannounced (pop) quizzes based on the assigned readings for that day/week. These quizzes will take place at the beginning of class and last no longer than 10 minutes. No make-up quizzes without an excused absence.

Film Study Questions (10%): For **four** of the **five** required out-of-class films you see, you will answer a set of study questions that I will provide ahead of time. The films can be viewed any time in the Library (SFL Reserves) where they will be on reserve. You will turn in your answers in class on Friday when we will discuss the films. Dates to turn in study questions will be included in the course schedule below. You are required to see all five films, but only have to write about four of them. (More guidelines to be provided.)

Research Paper (20%): Due on last day of class 4/25. (More guidelines to be provided.)

Group Discussion/In-Class Participation (10%): Class discussions and debates, in small groups and all together, will be a central component of our class. Students will be expected to come to class having done the assigned readings and prepared answers to the questions provided on the syllabus or in class. Students will be called on to respond to answers and contribute to class discussion. Occasionally there will be texts or images, presented in class, to discuss in small groups and answer discussion questions. There will also be in-class discussions of the required films. Students will be graded on a weekly basis on the frequency and quality of their in-class contributions and preparedness. Group work and class participation is essential and makes up 10% of your overall grade for the course. I will provide mid-term updates on your participation grade and you can ask me for more frequent updates if you wish.

Take Home Final (20%): Instead of an in-class final exam, there will be a take-home final that will be due at the time of the scheduled final exam (Friday, May 4th by 5:00 p.m.). (More guidelines to be provided.)

Class Format, Policies, & Resources

--**Format:** This class will be discussion-based and therefore your participation and preparation is essential. Please follow all of the assignment cues on the syllabus to make sure you are prepared

for each class. There will be some brief lectures and power point presentations in order to provide background context when necessary.

--**Attendance:** Participation in small group and class discussions is a required part of class and will help determine final grades. If you miss a class without a legitimate excuse you will not receive participation credit for that class. If you miss a group discussion, you will receive a 0. Medical reasons or family emergencies, accidents, etc. count as excused absences when accompanied by proper documentation. In case of an excused absence, you must contact me in order to make up for missed group work or other in-class participation. Whenever you miss a class, contact me right away and make sure you catch up.

--**Class Etiquette:** Please arrive on time and don't leave early without prior notification. Frequent tardiness is not acceptable and will result in a lowered participation grade. Be courteous to me and your classmates by not talking when someone else is, turning off your cell phones, not reading outside materials or playing on your laptops, etc. Laptop use in class is only allowed for accessing course materials. When discussing and debating sensitive or controversial topics, please focus on the ideas being presented and avoid personal attacks on those who voice ideas with which you might vehemently disagree; we must all strive to keep discussions civil and respectful.

--**Assigned Readings:** Assigned readings for each class session are listed below on the course schedule of the syllabus by author's last name and page number. In some cases, when noted, the readings will be found on Canvas instead of in the required books. Make sure you finish the assigned reading before each class; reading ahead for longer assignments is encouraged. Please make sure to bring the assigned reading to each class. **Reading Questions** listed after the reading assignment on the course schedule are meant to prepare students for in-class discussion of the readings. Only the Reading Response questions are to be answered in writing and handed in.

Grading Scale: The following grading scale will be used in this class: 93-100=A; 90-92=A-; 88-89=B+; 83-87=B; 80-82=B-; 78-79=C+; 73-77=C; 70-72=C-; 68-69=D+; 63-67=D; 60-62=D-; 59 and below=F. For assignments receiving straight letter grades, A=96, B=86, C=76, D=66, F=59. See pp. 219-221 in college catalog for general grading policies.

--**Academic Honesty:** All written course work must be done individually (except for in-class group work) and all outside sources included in your work (e.g. books, websites, course lecture notes, etc.) must be cited properly to avoid plagiarism. When you quote or directly paraphrase another source (author, professor, website, etc.) you must use proper citation or will be guilty of plagiarism and subject to disciplinary action. Proper citation methods will be discussed in the context of the various writing assignments. See the College Catalog on Academic Honesty on page 115 (<https://www.fandm.edu/uploads/files/424328682491445596-2016-17-catalog.pdf>) for

more details.

Students with Special Needs: Any student with a documented permanent or temporary disability (e.g., physical, learning, psychiatric, vision, hearing etc.) who needs to arrange reasonable accommodations should contact Alison Hobbs, the college's disability services coordinator, at Alison.hobbs@fandm.edu or (717) 358-988. Her office is at 523 College Ave. Please notify me of any such accommodations at the beginning of the semester so that arrangements can be made. All discussions will remain confidential.

--Consultation with Professor: Students are encouraged to consult with me during office hours, or by scheduling an appointment, whenever the need arises. I am happy to go over concepts, assignments, or student writing in office hours. Students are required to meet with me when choosing their topics for the group project and before certain writing assignments (more guidelines to be provided). Questions can be directed to me in person, via e-mail and through my office tel. # 717-358-4675.

--Consultation with Preceptor: *Sarah Silverstein '19*, ssilver1@fandm.edu is the student preceptor for this course. She will hold regular office hours (TBA) and be available by appointment to meet with students to discuss readings, assignments, and offer feedback and suggestions on writing assignments. You will be required to meet with Sarah at least once before certain writing assignments (more guidelines to be provided). Sarah will also help facilitate class discussions and have an active role in many aspects of the class. Preceptors do not assign grades but do consult with the professor when assessing student performance.

--Canvas: Course materials such as the syllabus, assignment guidelines, and required PDF readings will be available in the files folder for this class located on Canvas. You can also find my power points for class and any other important course resources there.

Course Schedule of Topics, Readings, and Assignments

Week #1 Introduction & Overview

1/17: Introduction of Students, Course Objectives, Overview of Course Syllabus

1/19: Discussion of Foundational Questions; in-class writing assignment “Answering the Big Questions”

Readings: Begin reading assignments for week #2

Week #2 Creating Group Hate/Understanding Group Hate

1/22: Social Identity Theory, Social psychological theories of group prejudice

Readings: “The Social Psychology of Hatred” and “Why We Hate” (Canvas Reserves)

1/24: Social & Psychological dynamics of group prejudice, Jane Elliot’s “Blue Eyes, Brown Eyes exercise” **Viewing:** *A Class Divided* in class

1/26 Viewing of *The Wave* in class

Week #3 Understanding Group Hate cont.

1/29: Explanations of group prejudice & hatred cont.

Readings: “Our Ancestral Shadow: Hate and Human Nature in Evolutionary Psychology” (Canvas reserves)

1/31: **Readings:** “The Genetic/Evolutionary Basis of Prejudice and Hatred” (Canvas reserves)

2/2: **Readings:** “Is There a Neurobiology of Hate?” (Canvas Reserves);

Question: What are the common themes and explanations for hatred found in the last 3 articles?

In-class Writing Center Workshop

Week #4 Racism & Anti-Semitism, Origins, Definitions, Differences

2/5: Forms of Group Hatred, their Origins and Terminology

Readings: Fredrickson, pp. 1-13, 151-170

Question: How does Fredrickson distinguish between Racism and other forms of group prejudice such as xenophobia, ethnocentrism, culturalism, etc.?

2/7: Comparing Racism & Anti-Semitism

Readings: Fredrickson, pp. 17-47

Reading Response #1: According to Fredrickson (17-47), what key roles did religion play in the “invention of Racism” in both the cases of Jews and Blacks? **Response paper is due in class on 2/9.**

2/9: Racism & Anti-Semitism Cont.

Reading: Slezkine, "Mercury's Sandals" (Canvas Reserves)

Question: How does this author's explanation of anti-Jewish sentiments (anti-Semitism) through the ages differ from Fredrickson's?

Reading Response #1 due in class

Week #5 Why the Jews? History and Ideology of Anti-Semitism

2/12: Demonization of the Jews in the Middle Ages

Readings: From *History & Hate*, pp. 49-72 (Canvas Reserves); **Question:** How can we explain the growing demonization of the Jews in the Middle Ages?

Image Analysis Paper Assigned, due on Wednesday 2/21.

Viewing: *Focus*, Study Questions on film **due in class on 2/16.**

2/14: Rise of Modern anti-Semitism in Europe and America

Readings: From *History & Hate*, pp. 95-128 (Canvas Reserves); **Question:** In what ways does modern anti-Semitism differ from pre-modern anti-Jewish beliefs, attitudes, and treatment?

2/16: Understanding anti-Semites, Discussion of *Focus*

Readings: From Sartre, *Anti-Semite and Jew* pp. 7-54 (Canvas Reserves); **Question:** How does Sartre begin to classify the anti-Semite?

***Focus* study questions due in class**

Week #6: Science & the Rise of Modern Racism

2/19: Origins of Race Science

Readings: Jackson, pp. 1-27; **Question:** What were some of the important building blocks for the new scientific racial ideology developed by Europeans in the Age of Exploration & Enlightenment (ca. 17th-19th cents.)?

2/21: the Establishment of Racial Typology

Readings: Jackson, pp. 29-57; **Reading Response #2:** What were some of the most important scientific theories about race in the 19th century and how did these new theories contribute to the growth of racial typologies? **Response paper is due in class on 2/23.**

Image Analysis Paper is due in class

2/23: Race and Evolution

Readings: Jackson, pp. 61-93

Reading Response #2 due in class

Week #7: Science & the Rise of Modern Racism cont.

2/26: Scientific Racism and Anti-Semitism in the Age of Enlightenment

Readings: Fredrickson, pp. 51-95; **Reading Response #3:** According to the reading, in what ways did the European Enlightenment contribute to the rise of antiblack racism and racial anti-Semitism while also simultaneously challenging these forms of group hatred and discrimination?

Response paper is due in class on 3/2

2/28: Practical Applications of Scientific Racism: Eugenics

Readings: Jackson, pp. 97-125. **Question:** What are some of the concrete ways in which Blacks, Jews, and others, were affected by different forms of Race Science (such as Eugenics) in the first half of the 20th century?

3/2: Scientific Racism: In retreat?

Readings: Jackson, pp. 129-159; “Eugenics Revisited” (Canvas Reserves)

Reading Response #3 due in class

Week #8: From Group Hatred to Genocide: The Holocaust

3/5: Rise of Nazism, the Final Solution

Readings: Browning, pp. 1-54

3/7: Understanding the Perpetrators of the Holocaust

Readings: Browning, pp. 55-113

Reading Response #4: If not based on anti-Semitism alone, what are some of the other central explanations Browning offers for the willingness of the men from Battalion 101 to commit mass murder against the Polish Jews? **Response paper is due in class on 3/9.**

3/9: Browning vs. Goldhagen: Ordinary Men or Willing Executioners?

Readings: Browning, pp. 191-223; Goldhagen, from *Hitler’s Willing Executioners* (Canvas Reserves)

Reading Response #4 is due in class.

Spring Break 3/12-3/16

Week #9: From Group Hatred to Genocide: Rwandan Genocide

3/19 The Rwandan Genocide; *Une république devenue folle (Republic Gone Mad)*, in class

Readings: “Perpetrators of Genocide: An Explanatory Model of Extraordinary Human Evil,” (Canvas Reserves); Gourevitch, pp. 5-84

Viewing: *Hotel Rwanda*, Study Questions on film due in class on 3/23

Primary Text Analysis Paper Assigned, due in class on 3/28

3/21: The Rwandan Genocide Cont.; *Une république devenue folle (Republic Gone Mad)*

Readings: Gourevitch, pp. 85-171; **Question:** According to the book and film, what are some of the central roots of the conflict between the Hutus and the Tutsis?

3/23: Discussion of *Hotel Rwanda*

Readings: Gourevitch, pp. 177-255

Study Questions on *Hotel Rwanda* due in class

Week #10: America's Hatreds

3/26: White Supremacist movements in America

Readings: Ezekiel, pp. xvii-xxxv (Intro), pp. 3-25 (Canvas Reserves)

Viewing: *American History X*; Film study questions due in class on 3/31

3/28: White Supremacist movements in America cont.

Readings: Ezekiel, pp. 26-57 (Canvas Reserves); **Reading Response #5:** What seems to be the driving force and main focus of the Aryan ideology according to Ezekiel? How does he explain this? **Response paper is due in class on 3/30.**

Primary Text Analysis Paper due in Class

3/30: Discussion of *American History X*;

Readings: "The White Flight of Derek Black" and "The Alt-Right's Jewish Godfather," (Canvas Reserves)

Reading Response #5 is due in class.

***American History X* Study questions due in class**

Week #11: America's Hatreds cont.

4/2: Racial Tensions in America: Islamophobia

Readings: "Islamophobia, Hateful Speech, and the Need to Practice Democratic Virtues," (Canvas Reserves)

Viewing: *Crash*; Film Study Questions **due in class on 4/6**

4/4: Racial Tensions in America: Anti-Immigrant Movements

Readings: "Arizona's Senate Bill 1070: Targeting the Other and Generating Discourses and Practices of Discrimination and Hate," "Why So Many Blacks Fear Illegal Immigrants" and "Climate of Fear, Hate Makes Immigrants Villains," (Canvas Reserves)

4/6: Racial Tensions in America: *Crash* discussion; **study questions due in class.**

Week #12: America's Hatreds cont.

4/9: Understanding Homophobia and Anti-LGBT Violence

Readings: "Homophobia: The Fear Behind The Hatred," and Excerpts from *Hate Crimes: Confronting Violence Against Lesbians and Gay Men* (Canvas Reserves)

Question: In what ways is Homophobia similar to Racism and Anti-Semitism? How is it different?

Viewings: *The Laramie Project*, Film Study Questions **due in class on 4/13**

4/11: The Hate Crimes & Hate Speech Debates

Readings: "A Crime by Any Other Name: The Semantics of 'Hate,'" and Excerpts from *Hate Crimes Opposing Viewpoints* (Canvas Reserves); **Question:** Should "Hate Crimes" be recognized as distinct? Should a different term be used?

4/13: Discussion of *The Laramie Project*; **study questions due in class.**

Week #13: Students Research Presentations & Discussions

4/16: Contemporary Hate Issues--Student led discussions in class

4/18: Contemporary Hate Issues--Student led discussions in class

4/20: Contemporary Hate Issues--Student led discussions in class

Week #14: Answering the Big Questions & Student Presentations

4/23: Contemporary Hate Issues--Student led discussions in class

4/25: Revisiting the Foundational Questions

Research Paper due in class

**** Take-Home Final due on date of Final Exam (TBA)**