

Bard | CENTER FOR THE STUDY OF HATE

MODEL SYLLABUS FOR THE STUDY OF HATE

**(PLEASE CONTACT KENNETH STERN, BCSH DIRECTOR
at Kstern@bard.edu for links to readings not otherwise provided)**

This is a model full-semester, interdisciplinary examination of human hatred, and how to understand it. Hate is at times an emotion, an action, a belief, an ideology. It can be manifested with great passion, or become so normalized that it isn't even recognized as hate – perhaps seen, instead, as a manifestation of how things are, or even of love.

Many academic fields, such as social psychology, anthropology, sociology, religion, history, law and others, offer important windows to our understanding of hate and the human condition. Rarely, however, are they coalesced to focus on this subject.

This course is designed as an introductory high-level course, to pull together strands from diverse disciplines, in order to present a cohesive examination of hate, perhaps even offering a view of hate as a system.

The syllabus is divided into 30 discrete units which can be taught one at a time or, by combining corresponding odd and even sessions (e.g. 1 and 2), once a week.¹

Readings are in links – the only book that is extensively cited, and is worth reading in its entirety (even though it doesn't directly address hate) is Jonathan Haidt's "The Righteous Mind: Why Good People are Divided by Politics and Religion."

Class will include midterm paper, final paper and two oral research reports.

¹ This schedule presumes that, if meeting once a week, the readings in session two can be assigned before the first meeting. If this is not possible, then I suggest limiting the first meeting to the overview of the course (and initial assignments of students responsible to lead off discussions the next weeks), and the second week combining sessions 2-4, but taking out or abbreviating some of the readings, so the couplets are correct for the following weeks.

Students can also be assigned to begin discussions each week (assignments being made during the first or second week). They should not regurgitate or summarize the readings, but rather examine at least three questions about hatred which the materials raised for them.

While each professor will decide how much to weigh each component, one possibility is to make the midterm paper 20 percent, the final paper 40 percent, and class participation (including the two oral research reports) 40 percent.

COURSE BY SESSIONS (details below)

Session 1 Overview of course, syllabus, expectations

Session 2: Why study hate? What are the various academic fields that have something to say about it? Are humans hardwired for hate?

Session 3: How do we think about hate? What is it? Part 1

Session 4: How do we think about hate? What is it? Part 2

Session 5: Hate and the Mind Part 1

Session 6: Hate and the Mind Part 2

Session 7: Hate and Social Psychology Part 1

Session 8: Hate and Social Psychology Part 2

Session 9: Hate and Morality; Moral Psychology

Session 10: Hate and (more on) emotions

Session 11: Hate and the view of the “Other”

Session 12: Hate and Religion Part 1

Session 13: Class presentation on midterm papers

Session 14: Hate and Religion Part 2

Session 15: Hate and symbols

Session 16: Overview of research project for sessions 27 and 28 (about how various organizations approach combating hate).

Session 17: Hate and Sacredness, Part 1

Session 18: Hate and Sacredness, Part 2

Session 19: Hate and Politics

Session 20: Hate and opposing one's group

Session 21: Hate and the Law, Part 1

Session 22: Hate and The Law, Part 2 (antisemitism and free speech)

Session 23: Presentations

Session 24: Presentations (continued)

Session 25: Hate and education

Session 26: How do we combat hate, Part 1

Session 27: How do we combat hate, Part 2

Session 28: How do we combat hate, Part 3

Session 29 – review of final papers

Session 30 – food, discussion of what learned in course

Session 1: Overview of course, syllabus, expectations.

Ten quotations about hate:

- a. "Hate is a bottomless cup, I will pour and pour," Euripedes, Medea
- b. "In time we hate that which we often fear," William Shakespeare, Antony and Cleopatra
- c. "[E]njoying and hating the right thing seem the most important factors in virtue of character," Aristotle, Nichomaceacan Ethics
- d. "To die hating them, that was freedom," George Orwell, 1984

- e. “Allow enemies their space to hate; they will destroy themselves in the process,” Lisa Du
- f. “Let’s not hate the existence of hatred,” Toba Beta, Betelgeuse Incident
- g. “Hate is the father of all evil,” David Gemmel, Fall of Kings
- h. “Hate is a faith,” Jean-Paul Satre, Antisemite and Jew
- i. “Hatred is the coward’s revenge for being intimidated,” George Bernard Shaw.
- j. “You can safely assume you’ve created God in your own image when it turns out that God hates all the same people you do,” Ann Lamott
- k. “Unanimous hatred is the greatest medicine for a human community,” Aeschlus, Eumenides

Session 2: Why study hate? What are the various academic fields that have something to say about it? Are humans hardwired for hate?

- a. Working definition of Hate Studies: “Inquiries into the human capacity to define, and then demonize or dehumanize an ‘other,’ and the processes that inform and give expression to, or can curtail, control, or combat, that capacity.”
- b. Kenneth Stern (2003/2004), The Need for an Interdisciplinary Field of Hate Studies, *Journal of Hate Studies* 3 (1) <http://kennethsstern.com/wp-content/uploads/2018/09/Need-for-Interdisciplinary-Field-of-Hate-Studies.pdf>
- c. James Waller (2003/2004), Our Ancestral Shadow: Hate and Human Nature in Evolutionary Psychology <http://kennethsstern.com/wp-content/uploads/2019/02/Waller-JHS-article.pdf>

Session 3: How do we think about hate? What is it? Part 1

- a. Thomas Brudholm and Birgitte Schelpelern Johansen, “Pondering Hatred,” in *Emotions and Mass Atrocity*.
- b. Robert Sternberg, “Understanding and Combating Hate,” in Sternberg (ed), *The Psychology of Hate*, pp.s 37-49
- c. Aaron Ben-Zeev, “The Nature of Emotions.”
- d. Ervin Staub, “The Origins and Evolution of Hate, with Notes on Prevention,” pps. 51-66

Session 4: How do we think about hate? What is it? Part 2

- a. William Gaylin, “Hatred: The Psychological Descent into Violence,” pps. 17-29
- b. Robert Sternberg and Karin Sternberg, “The Nature of Hate,” pps. 1-14

Session 5: Hate and the Mind part 1

- a. Jonathan Haidt, “The Righteous Mind,” pps. 32-83

Session 6: Hate and the Mind part 2

- a. Haidt, pps. 150-179, 324-25
- b. Semir Zeik, John Paul Romaya, “Neural Correlates of Hate,” plosone.org
- c. Sapolsky on CNN – biology and nationalism --
<https://www.cnn.com/videos/tv/2019/03/11/exp-gps-0310-robert-sapolsky-interview-in-full.cnn>

Session 7: Hate and Social Psychology part 1

- a. Evan Harrington, The Social Psychology of Hate, Journal of Hate Studies
<http://kennethsstern.com/wp-content/uploads/2018/09/Harrington-Social-Psychology-of-Hate.pdf>
- b. Stanley Milgrim, “The Perils of Obedience,” (but note recent criticisms of Milgrim’s ethics and authenticity)
https://is.muni.cz/el/1423/podzim2013/PSY268/um/43422262/Milgram_-_perils_of_obediance.pdf

STUDENTS MUST SUBMIT one page description of 10-page midterm research paper (due session 13), which professor will approve or suggest changes to by session 9. The paper should address any research the student wants to explore on any of these subjects:

- What is hate?
- Hate and the brain
- Hate and emotions
- Hate and group identity

Additionally, the paper should – in addition to quoting scholarly material – also use primary sources as appropriate.

Session 8: Hate and Social Psychology Part 2

- a. Alvin Poussaint ”They Hate, They Kill, Are They Insane?
<http://www.nytimes.com/1999/08/26/opinion/they-hate-they-kill-are-they-insane.html>
- b. Emily Eakin, <http://www.nytimes.com/2000/01/15/arts/bigotry-as-mental-illness-or-just-another-norm.html?ref=alvinpoussaint>
- c. Robbers Cave Experiment
- d. Robert Sternberg and Karin Sternberg, “The Nature of Hate,” pps. 15-50
- e. Katherine Aumer-Ryan and Elaine Hatfield, “The Design of Everyday Hate,”
<https://interpersona.psychopen.eu/article/view/11/pdf>

Session 9: Hate and Morality; Moral Psychology

- a. Steven Pinker, “The Moral Instinct,”
<http://www.uky.edu/AS/PoliSci/Peffley/pdf/PINKER%2008%20The%20Moral%20Instinct%20-%20New%20York%20Times.pdf>
- b. John Haidt, Moral Authority –
https://www.ted.com/talks/jonathan_haidt_on_the_moral_mind?language=en
- c. The Neuroscience of Fairness and Injustice --
<https://www.psychologytoday.com/blog/the-mindful-self-express/201408/the-neuroscience-fairness-and-injustice>
- d. Rabbi Irwin Kula – Homosexuality Redux: Can We Hear Each Other?
http://www.huffingtonpost.com/rabbi-irwin-kula/homosexuality-redux-can-w_b_578137.html
- e. Leonardt and Parlapiano, Why Gun Control and Abortion Are Different From Gay Marriage.
<https://www.nytimes.com/2015/06/30/upshot/why-gun-control-and-abortion-are-different-from-gay-marriage.html>

Session 10: Hate and (more on) emotions

- a. EMOTIONS and their impact on the brain:
<https://www.youtube.com/watch?v=xNY0AAUtH3g>
- b. Purity and Danger: Pollution and Taboo: Mary Douglas, “Purity and Danger”:
https://web.archive.org/web/20130123141637/https://www.bc.edu/bc_org/avp/cas/his/schloesser/HS041-042/fall/w04/resources/DOUGLAS_Purity-Danger.pdf
- c. The process of denial, Baumesiter et al, “Freudian Defense Mechanisms in Modern Social Psychology: Reaction Formation, Projections, Displacement, Undoing, Isolation, Sublimation, and Denial,”
http://faculty.fortlewis.edu/burke_b/personality/readings/freuddefense.pdf

Session 11: Hate and the view of the “Other”

- a. <https://www.youtube.com/watch?v=1CtrpLh6TKk> -- jane elliot
- b. Brunea and Saxe, “ Us and them: Intergroup failures of empathy”
http://static1.squarespace.com/static/54238bf2e4b068090a9b54bb/t/54342509e4b037aa100d8975/1412703497569/Cikara+et+al.%252C+2011+-+CDPS.pdf?_sm_au_=iVVVPnpj6sDNq7H
- c. Vandello, Goldschmied and Richards, “The Appeal of the Underdog,”

Discussion of topics of oral presentation for Session 23. Students should research primary sources of hate (e.g. hateful websites), and will present the (on screen) primary materials and their analysis of how what we have learned about hate (how it functions on various levels,

what perspectives different fields help illuminate, etc.) applies or describes their example. Alternatively, students (again using such primary sources as the basis of their presentation) can instead compare and contrast two different types of hate (e.g., antisemitism vs. homophobia, normative hate vs. visceral hate, etc.)

Session 12: Hate and Religion Part 1

- a. Jonathan Haidt, *The Righteous Mind*, pp. 285-318 “Religion is a Team Sport.”

Session 13: Class presentation on midterm papers

Final selection of contrast topics for Session 23.

Session 14: Hate and Religion Part 2

- a. Linda Woolf and Michael Hulsizer, “Intra- and Inter-Religious Hate and Violence: A Psychosocial Model,” *Journal of Hate Studies*.
- b. Steven Leonard Jacobs, “Genocidal Religion,” *Journal of Hate Studies*
<http://kennethsstern.com/wp-content/uploads/2018/09/Steve-Jacobs-genocidal-religion.pdf>
- c. Rev. Dave Ostendorf, “Christian Identity: An American Heresy,” *Journal of Hate Studies*. <http://kennethsstern.com/wp-content/uploads/2018/09/Ostendorf-Christian-Identity.pdf>

Session 15: Hate and symbols.

- a. IN WHOSE HONOR – full movie will be made available. Trailer at <https://www.youtube.com/watch?v=8IUf95ThI7s>
- b. Bartlett, “The Social Function of Symbols,”
<http://www.bartlett.psychol.cam.ac.uk/TheSocialFunction.htm>

Session 16: Class discussion in anticipation of Sessions 27 and 28

Overview of research that will need to be done for sessions 27 and 28, when students will give an oral presentation on an organization that has as its mission (in whole or part) combating hate or some particular manifestation thereof. This week we’ll discuss the process, and ideas students have for the group they want to investigate (students should come to class either with a specific organization or sub-issue of hatred in mind for their project, and have spent 20 minutes or so investigating potential groups from their websites). During Sessions 27 and 28 students will report on how the group they have chosen (and had approved by instructor) conceives of hate, what are the presumptions it seems to rely on, etc. Information will be gained by viewing the organization’s website

AND ALSO at least one phone call to an official of the organization, requiring an interview (ideally 10 minutes or more) about how the group views hatred, how it gauges the effectiveness of its work (both short term and long term), what scholarship it relies on (if any), what type of academic research would be helpful to them, etc.

Session 17: Hate and Sacredness, Part 1

- a. Ginges, Atran, Medi and Shikaki, "Sacred Bounds on Rational Resolution of Violent Political Conflict," <https://www.pnas.org/content/pnas/104/18/7357.full.pdf>
- b. Dehghami, Gratch, Sachdeva and Sagae, "Analyzing Conservative and Liberal Blogs Related to Construction of the 'Ground Zero Mosque,'" <http://ict.usc.edu/pubs/Analyzing%20Conservative%20and%20Liberal%20Blogs%20Related%20to%20the%20Construction%20of%20the%20Ground%20Zero%20Mosque.pdf>
- c. Stanovich, "Myside Bias," http://keithstanovich.com/Site/Research_on_Reasoning_files/Stanovich_CDPS_2013.pdf
- d. Vallone et al, "The Hostile Media Phenomenon: Biased Perception and Perceptions of Media Bias in Coverage of the Beirut Massacre," <http://www.ssc.wisc.edu/~jpiliavi/965/hwang.pdf>

Session 18: Hate and Sacredness, Part 2

- a. Sacred Values: Interpersonal Effects of Emotions in Morally-charged negotiations. <https://mindmodeling.org/cogsci2012/papers/0262/paper0262.pdf>
- b. TM Lurhmann, "Faith vs. Facts," NY Times, April 19, 2015 <https://www.nytimes.com/2015/04/19/opinion/sunday/t-m-luhrmann-faith-vs-facts.html>
- c. Malhotra & Bazerman's Negotiating Genius, 2007, chapter 4 (on NHL strike – pps 95-112); Jeremy Ginges et al, "Sacred Bounds on Rational Resolution of Violent Political Conflict," <http://prozx.com/onlinelibrary/files/original/972b310bfba1c42c61659719d9d025a8.pdf>
- d. Isaiah Berlin, Message to the 21st Century: http://www.sjpcommunications.org/images/uploads/documents/Isaiah_Berlin.pdf

Deadline for students to suggest (in one to two page description) topic for final paper (due 5 days before session 29). Topic shall be of the student's choosing, but fit into one of three themes:

- Hate and the individual
- Hate and the group
- Hate and politics

Papers should identify and then address a difficult specific issue or controversy, and rely on primary sources as appropriate.

Session 19: Hate and Politics

- a. Willa Michener, “The Individual Psychology of Group Hate,”
- b. James Garland and James Treadwell, “The New Politics of Hate? An Assessment of the Appeal of the English Defense League Among Disadvantaged White Working-Class Communities in England.
- c. Davidson, “The Politics of Hate: Ultrnationalist and Fundamentalist Tactics and Goals,”

Session 20: Hate and opposing one’s group

- a. Watch “The Nasty Girl.” <https://www.dailymotion.com/video/x6kom7>
- b. Lewis and Sherman, Perceived Entitativity and the Black-Sheep Effect: When Will We Denigrate Negative Ingroup Members?
- c. Bennhold, “Germans Quietly Pass an Equinox of Unity, but the Walls Remain,” <https://www.nytimes.com/2018/02/13/world/europe/berlin-wall-equinox-east-germany.html>
- d. Aeschylus quote: https://www.brainyquote.com/quotes/aeschylus_397108

Session 21: Hate and The Law, Part 1

- a. Amicus Brief in Wisconsin v. Mitchell, <http://kennethsstern.com/wp-content/uploads/2018/09/Wisconsin-V.-Mitchell.CV01.pdf>
- b. Criss, “When is a crime a hate crime and when is it terrorism?” <https://www.cnn.com/2017/04/19/us/hate-crime-or-terrorism-definition-trnd/index.html>
- c. “Was Toronto Murder a Hate Crime or a Random Act?” <https://www.jweekly.com/2002/07/19/was-toronto-murder-a-hate-crime-or-a-random-act/>
- d. FBI hate crime statistics (review tabs) 2017 <https://ucr.fbi.gov/hate-crime/2017>
- e. Cato Institute testimony against hate crime legislation <https://www.cato.org/publications/congressional-testimony/hate-crimes-prevention-act-2007>
- f. Stephen Lawrence case in UK <https://www.theguardian.com/uk/2013/apr/22/stephen-lawrence-murder-changed-legal-landscape>

Session 22: Hate and The Law, Part 2 (antisemitism and free speech).

- a. Jonathan Greenblatt testifies before House Judiciary Committee
<https://www.adl.org/sites/default/files/documents/final-ADL-House-Judiciary-Committee-hearings-on-Examining-Anti-Semitism-on-College-Campuses.pdf>
- b. Kenneth Stern testimony before House Judiciary Committee
<http://kennethsstern.com/wp-content/uploads/2019/02/Kenneth-Stern-Testimony-House-Judiciary-Committee-110717.pdf>
- c. Holocaust denial – crime or free speech?
<https://thelede.blogs.nytimes.com/2007/02/15/holocaust-denial-crime-or-free-speech/>
- d. Holocaust denial laws <http://www.ihgilm.com/wp-content/uploads/2016/01/Holocaust-Denial-Laws.pdf>

Research relied upon for session 23 presentations (minimum of 50 pages) must be emailed to professor 5 days before session 23.

Session 23: Presentations on contrasting hate.

Session 24: Presentations on contrasting hate (continued).²

Session 25: Hate and education

- a. Teaching Tolerance in workplaces: A Seattle Program Illustrates its Limits
<http://www.nytimes.com/1993/10/08/us/teaching-tolerance-in-workplaces-a-seattle-program-illustrates-limits.html?pagewanted=all&pagewanted=print>
- b. Facing History – How do we know it works?
https://www.facinghistory.org/sites/default/files/How%20Do%20We%20Know%20It%20Works%20Master%20Eval%20Summary%2011_6_2015.pdf
- c. Stephan, Renfro and Stephan, “The Evaluation of Multicultural Education Programs: Techniques and a Meta-Analysis,” in “Education Programs for Improving Intergroup Relations,”
- d. Erwin Chemerinsky, “What Students Think About Free Speech,”
- e. University of New Hampshire Micro-aggressions email.
- f. University of Chicago Report on Free Expression
<https://provost.uchicago.edu/sites/default/files/documents/reports/FOECommitteeReport.pdf>

² If class is too small to justify two sessions for these reports, instructor should inquire after Session 6 or 8 if there is another topic that the students want to discuss (either more in depth of one of the issues in the syllabus, or one not covered directly [e.g., hate and culture, hate and the utility of attitudinal surveys and other measures, etc.]. That topic can be substituted for session 23 or 24.

Session 26: How do we combat hate, Part 1

- a. Martin Luther King, Letter From A Birmingham Jail
https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html
- b. Southern Poverty Law Center 10 Ways to Fight Hate
https://www.splcenter.org/sites/default/files/com_ten_ways_to_fight_hate_2017_web.pdf
- c. How to Honor MLK Legacy in Whitefish, Montana
<http://www.cnn.com/2017/01/13/opinions/kkk-plans-march-on-mlk-day-stern/index.html>
- d. Ken Toole, "What to Do When the Militias Come to Town,"
http://www.mhrn.org/publications/whattodo_militia.pdf
- e. Bloomberg Speech on Ground Zero Mosque
<https://www.youtube.com/watch?v=tQsHc1EHgQY>

Session 27: How do we combat hate, Part 2

Student led discussion of groups that purport to combat hate.

Session 28: How do we combat hate, Part 3

Second part of student led discussion of groups that purport to combat hate

Session 29 – review of final papers

Session 30 – food, discussion of what learned in course