

**PSYCHOLOGY 3750: 425
PSYCHOLOGY OF HATE
Fall 2018
Course time: 12:15-1:55 T/Th
Room: CAS 138**

“Pain leads to anger, anger leads to hate, hate leads to suffering” – Master Yoda

“Nonviolence means avoiding not only external physical violence but also internal violence of spirit. You not only refuse to shoot a man, but you refuse to hate him.” – MLK, Jr.

CONTACT INFORMATION:

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REQUIRED TEXTS/READINGS:

- Selected readings on Brightspace to be updated throughout the semester
- *Publication Manual of the American Psychological Association* (2010), 6th ed., Washington, DC: American Psychological Association. (ISBN: 1-4338-1561-8).

COURSE DESCRIPTION:

The primary objective of this course is simple: to understand hate. We will be overviewing the leading and most recent theories of stereotypes, prejudice, and discrimination, as well as examining both the perceived utility and futility of hate. Topics that will be covered include, but are not limited to, in-group/out-group bias, oppression, identity development, pop culture's representations of identity groups, hate-crime consequences, hate speech, violence in music lyrics and in the media more broadly, group portrayals, and finally we'll examine several of the most common "isms". Additionally, we will be debating controversial topics in the areas of race, sexual orientation, gender, gender identity or expression, religion, age, weight, (dis)ability, and class.

LEARNING OBJECTIVES:

By the end of the semester, you should be able to...

- Correctly identify the theories that connect frustration, aggression, fear, hate and violence
- List the pros and cons to having "group" distinctions
- Generate solutions to decrease your own isms and stereotypes
- Delineate between hate crime, hate speech and non-biased crimes
- Judge the merits of an argument on either side of a controversial topic (e.g., affirmative action, marriage equality, police profiling)
- Effectively communicate the merits of research regarding prejudice and discrimination

COURSE REQUIREMENTS:

- **Attendance/Participation:** Each class, we will engage in some sort of informal and/or formal discussion (this could be in the form of a pop quiz if I think you're not reading!). Some of these will be based on free writes that I have you do in class and others will be based on questions that are provided by you throughout the semester. The pedagogy in this course is primarily what we learn together as a class. If you are not there for class sessions, clearly you will not be contributing to this group effort. I will learn everyone's name and I do notice when people aren't here. I also take attendance (at random ☺). You cannot afford not to participate in this course. If you are shy and think this is going to be a problem, you could post discussion questions related to the course through Springboard (instructions will be provided) for your "participation."

- **Discussion Questions:** For *each reading*, you will be asked to submit one discussion question on Springboard for the class to use as a way to talk about the readings. These questions should either be something that you don't understand about the reading OR something that the reading makes you think about that you would like to discuss further. Each question will be worth 1 point. If your question gets selected, you will have to lead the discussion, so have some thoughts about how you would answer your question AND BE PREPARED TO ANSWER QUESTIONS ABOUT THE ARTICLE AS WELL. Please be aware that not all readings will be discussed, even though ALL readings require discussion questions. All questions are due by **12:00 p.m.** the day that the assigned reading is due. **There is 0 credit for late questions!!**

- **Reaction Papers:** You will be doing 6 reaction papers throughout the semester. You will choose which article of the assigned time interval to summarize. More specifically, you must use an article from between the day of your assigned paper and the day of the previous one. These papers should all be typed (double-spaced) with 1-inch margins and range from 1-2 pages. Please use the template provided for you on springboard. Due to unforeseen circumstances that arise throughout the semester, you will be allowed to "drop" 1 of these (out of the 6 total). In each of these reaction papers, you will have to choose one of the categories (a-f) below. You can only use films for up to 1 reaction paper, and you have to do each of the following assignments at least once.
 - a) **KNOWLEDGE:** Describe the major thesis, the central idea or ideas in the chapter, article, or film. Make certain that the thesis you identify is PRIMARY. Include also one or two closely related secondary ideas, and clearly identify them as such.
 - b) **COMPARISON:** Identify two concepts or principles presented in the article or film. Clearly define them and then show how they are in some way(s) both similar to and different from one another. If you wish, one of the concepts or principles may be selected from another reading, lecture, discussion, or film.
 - c) **APPLICATION:** Select a concept or principle in the article or film. Clearly define and/or describe it, and then indicate how it applies to you or someone you know. Provide sufficient details about yourself or the person you select to justify clearly and convincingly that the concept indeed applies as you suggest. If you write about someone other than yourself, please do not use names or identifying information to protect confidentiality.
 - d) **CRITIQUE:** Provide a critical perspective on some aspect of the article or film, indicating circumstances or conditions that prompt you to agree or disagree with the author(s) or writer(s) or areas where more evidence is needed to convince you of the argument. What kind of evidence would you need to see to be convinced?
 - e) **PASSION:** Citing page numbers or the specific part in the film, quote verbatim a statement or brief passage that elicits in you a strong emotional response: excitement, frustration, pleasure, anger, sadness, surprise, confusion, fear, delight, some combination of the aforementioned, or whatever. Then, identify your emotional response, describe the meaning(s) the statement/passage has for you, and provide actual or possible reasons for your response.
 - f) **PERSUASIVENESS:** What was the author trying to convey? What was your opinion of the issue (based on the title and previous knowledge) before reading the article or viewing the film? Was your "pre-opinion" supported by the author? If yes, is your opinion stronger as a result of the author's argument? If no, were you persuaded as a result of the author's argument? What is your opinion of the issue after reading the article or viewing the film?

- **Debates:** There will be one debate throughout the semester that you will be asked to provide research on BOTH SIDES. The topic of the debate will be determined by you during the first week of classes. For this assignment, you will do two in class writing exercises (if you're not there when we do them, you will not receive credit for them) and then simply turn in 3 sources (one per side and one that represents your own opinion). Your sources must be legitimate sources (Internet information is fine as long as it's credible and **fact checked**).

- **Final:** Your final will be 2 separate short papers (approximately 5-6 pages each) on questions of your choosing from a list of questions that I will provide to you. Your task will be to provide both sides to the question with supporting documentation and then to put forth your own opinion (pre and post-class/research). You will have the opportunity to turn in one of the two questions as a rough draft.
 - **Hate Journal:** You will keep track of any “hate” that you witness throughout the WHOLE semester. Keep in mind that if you don’t have one or more instances on a given day, that’s fine; if you think you are going to have less than 25, talk to me about ways to supplement. You are expected to report the (a) context with which you heard or saw it, (b) what you did (or didn’t do) in response, and how you felt about (a) and (b). Up to 5 of these entries could have happened prior to the semester OR could be examples you heard from someone else (including mass media). At the end of the journal, I would like a 1 page summary of the assignment, including how your responses or awareness changed throughout the semester. You will be required to turn in this assignment twice throughout the semester for me to evaluate your progress.
 - **Excursion:** You will participate in 1 outside experience throughout the semester that are supposed to stretch your comfort zone. You will be required to have an “ambassador” with whom you will go to an event, service, establishment that is not predominantly your “culture”. This can include campus organizations if, again, it stretches your comfort zone to attend a meeting. You are then required to write a “reaction paper” (any letter or even a combination of them) on the experience (including the interaction with your guide). In your paper, PLEASE include why you chose the excursion you did. YOU NEED TO GET APPROVAL FOR YOUR EXCURSION CHOICE IN WRITING AT LEAST ONE WEEK PRIOR TO THE EXCURSION!! Assignment should be between 3 and 4 pages (all other writing requirements are the same as RPs).
 - **Interview Project:** You will be assigned a partner in which you will interview regarding one of the “hot” topics we discuss in class (e.g., “black lives matter”, color blindness, Muslim registry, “the wall”, political correctness, bathroom assignment). In addition to interviewing each other, you and your partner will have to choose 4 more people (2 for each of you) to interview (these people HAVE to represent at least 2 generations, at least 2 non-inner family or friend circle, and at least 2 different viewpoints). Your assignment is to devise the interview questions (and carry out the interview) based on the guidelines in the reading(s) posted on Springboard, write a paper and prepare a short presentation (does NOT have to be on PowerPoint). More details will follow. OH, and I randomly assign you your partner ☺.
- ****if you’d prefer to do this on your own and NOT in conjunction with your interview partner, you can. You will still have to interview him/her/zer, but you will not have to write it up or interview the others together.**
- **Outreach (Extra Credit):** You will have multiple opportunities throughout the semester to participate in various talks, movies, etc. about issues of tolerance. If you attend one of these and type a 1-page summary and response paper, you will earn 2 points. You can also do extra excursions of your own choosing or extra reaction papers. You will be permitted to do 5 of these for credit. Details will be posted on Springboard for local events as they come to my attention – also please feel free to share any of which you are aware.

GRADES:

There will be 400 total points available in this course

- ❖ Participation/Attendance
 - Unannounced Assignments/Free Writes: 30 points
- ❖ Interview Assignment
 - Interview 20
 - Paper 30
 - Presentation 10
- ❖ Discussion Questions: 25 points
- ❖ Reaction Papers: 75 points (15 points/paper)
- ❖ Excursion: 30 points
- ❖ Hate Journal: 30 points
- ❖ Debates (in-class): 10 points
- ❖ Debates (readings): 30 points
- ❖ Final Rough Draft: 10 points
- ❖ Final: 100 points
- ❖ Extra credit (up to 10 points): 10 points (2 points/activity or RP)

You will be graded on the plus and minus as follows:

	B+(87%-89%) 348-359	C+(77%-79%) 308-319	D+(67%-69%) 268-279
A (93%) 372-400	B (83%-86%) 332-347	C (73%-76%) 292-307	D (63%-66%) 252-267
A-(90%-92%) 360-371	B-(80%-82%) 320-331	C-(70%-72%) 280-291	D-(60%-62%) 240-251

PLAGIARISM:

According to the Office of Student Conduct Academic Dishonesty guide, plagiarism involves "Submission of an assignment as the student's original work that is entirely or partly the work of another person."

If you do a paper for this class, write it in your own words. Very occasionally you may wish to use the exact words of a source (published or unpublished); in this case, be sure that you use quotation marks to indicate the quoted material and also be sure to cite the source accurately in the text of the paper and reference list. In psychology, writing quotations should be used sparingly.

It is possible to plagiarize a source, even if no full sentences are copied word-for-word. If you make minor wording changes, but keep the organization, sentence structure and/or words of a source, you are plagiarizing. If you take ideas from a source, but don't indicate where the ideas came from with an accurate reference, you are technically guilty of plagiarism.

In writing papers, please be careful. Reference your sources and write in your own words. According to the Academic Dishonesty guide and the University's Student code of Conduct, "Plagiarism, cheating, or other forms of academic dishonesty" may lead to grade penalty, "formal disciplinary probation, suspension, or dismissal."

LATE ASSIGNMENTS AND TESTS:

Late papers and exams will be penalized (10% reduction/day up to 3 days). Let me be absolutely clear. It is up to YOU whether you are too sick or unable to attend class on a test day or turn in an assignment on the day it's due; however, **there are no exceptions to this**. You WILL be docked 10% for every 24 hours you are late.

TONI'S POLICIES

- Do not email using poor communication form. E-mail is a formal channel of communication; therefore, you are expected to identify yourself, use proper capitalization, spelling, and punctuation. Do not use "text language" or associated abbreviations. Any emails in violation of these basic rules will be ignored or returned without a reply.

- Do not email me or call about anything that is already explained in the syllabus.
- I using Springboard for announcements, all assignments, and all levels of communication. Please be familiar with how to work it prior to the end of the first week!
- Please make sure your cell-phones are off when you come to class. Let me break this down for you. There is to be no texting, watching videos, playing angry birds, getting scores, etc. on your cell phones while you are in class. Similarly, please don't put your phone on vibrate. If I hear it ring (or vibrate), I will answer it (although conversely, if you hear mine, one of you could answer it!).
- Oh and for Ipods or other mp3 players, the same rules apply as above, including no headphones during class.
- Finally, if you use a laptop, please don't IM, use twitter, Facebook, google, words with friends, candy crush saga or anything else other than take notes during class... one, because it's rude; two, because if I can't, you can't ;-)

WRITING REQUIREMENTS

- **All assignments must be typed** and submitted on Springboard – once the drop box is closed, your paper is considered LATE and you have up to 24 hours to get it to me (there is a drop box for ALL late papers that will time stamp them) at the 10% deduction (see Late Assignments section)
- Papers **must** conform to the guidelines of APA format. I will have a cheat sheet style guide on SB. Additionally, hard copies of the *Publication Manual of the American Psychological Association* (6th ed.) can be found in the Akron U libraries, including in the reserve stacks at Bierce where they are non-circulating, in the Psi Chi office (which also has a hardcopy style helper).
- There are “templates” for all papers on SB so please use them. I'm VERY specific about how I like papers to be formatted, down to font size (12 Times New Roman or 11 Arial), margins (1 inch on all 4 sides), justification (left only), etc. PLEASE pay attention to these details as you will be docked points for mistakes.
- *** Please note though, that APA mistakes that are made because you consulted something OTHER THAN the APA manual are your responsibility; not mine! The only truly acceptable source for completing a paper in APA format is the APA manual itself.
- **Grade discrepancies:** Occasionally, a discrepancy arises between a student's and an instructor's perceptions regarding grades. If you have some concerns about a grade on a writing assignment, please feel free to come speak with me about it during office hours (or even let me know via email – because your work is ALL graded on Springboard, any discrepancies can be checked and changed immediately). However, please be aware that if you believe your work warrants additional points and would like to discuss that, you must present a clear, compelling case in writing, within two class periods of receiving your grade. I will not discuss point adjustments without your written case in my hand. (This does not mean that submitting a case guarantees point adjustments. Indeed, point adjustments may be higher or lower than the original grade.)

UNIVERSITY POLICIES

SEXUAL HARRASSMENT AND OTHER FORMS OF DISCRIMINATION POLICY

It is the policy of this institution that there shall be no unlawful discrimination against any individual in employment or in its programs or activities at The University of Akron because of race, color, religion, sex, age, national or ethnic origin, disability or status as a veteran. The University of Akron prohibits sexual harassment of any form in all aspects of employment and in its programs and activities and prohibits discrimination on the basis of sexual and racial or ethnic orientation in employment and admissions.

RECORDING AND COURSE MATERIAL POLICY

It is the policy of the Department of Psychology, University of Akron, that audio and/or video recording by students or others of lectures or classroom discussions of any kind shall be done only with the prior express permission of the instructor; and further, that recordings and material distributed by the instructor shall be restricted to the personal use of students duly registered in the course and shall not be sold or redistributed in any manner whatsoever without the written permission of the instructor.

PLAGIARISM:

According to the Office of Student Conduct Academic Dishonesty guide, plagiarism involves "Submission of an assignment as the student's original work that is entirely or partly the work of another person."

If you do a paper for this class, write it in your own words. Very occasionally you may wish to use the exact words of a source (published or unpublished); in this case, be sure that you use quotation marks to indicate the quoted material and also be sure to cite the source accurately in the text of the paper and reference list. In psychology, writing quotations should be used sparingly.

It is possible to plagiarize a source, even if no full sentences are copied word-for-word. If you make minor wording changes, but keep the organization, sentence structure and/or words of a source, you are plagiarizing. If you take ideas from a source, but don't indicate where the ideas came from with an accurate reference, you are technically guilty of plagiarism.

In writing papers, please be careful. Reference your sources and write in your own words. According to the Academic Dishonesty guide and the University's Student code of Conduct, "Plagiarism, cheating, or other forms of academic dishonesty" may lead to grade penalty, "formal disciplinary probation, suspension, or dismissal."

Add**Deadline to add without signatures**

In person and online, 9/2

Deadline to add with instructor, advisor, & dean signatures

In person only, 9-3 through 9-9

Last day to add

9-9

Drop**Last day to drop without "WD" appearing on academic record**

9/9

Last day to withdraw from classes

10/14

***** Students whose names do not appear on the university's official class list by September 9, 2018 (full semester) will not be permitted to participate (attend class, take exams, or receive credit).**

Department Twitter:



Follow the Department of Psychology on **Twitter**. Updates regarding scheduled activities, important dates, and upcoming events will be provided on twitter.

PSYCHOLOGY OF HATE CALENDAR ¹		
Date	Readings	Assignments
8/28	➤ Go over syllabus ➤ Ground rules	
8/30	➤ Whitley & Kite (2009)	
9/4		
9/6	➤ Stephan et al. (2009) ➤ Devine & Sharp (2009)	
9/11	➤ Pettigrew (1998)	RP1
9/13	➤ Goff et al. (2014) ➤ Smith et al. (2009)	
9/18	➤ Bonilla-Silva (2015)	
9/20	➤ Douglas et al. (2015)	
9/25	➤ Neville et al. (2011)	RP2
9/27	Discussion of HJ/Discussion of Interview/Catch up.	
10/2	Debate (annotated readings due on Springboard or in class)	
10/4	➤ Brandt et al. (2014) ➤ Rempala et al. (2016)	
10/9	➤ Sparkman & Eidelman (2016)	
10/11	➤ Bleich (2011)	
10/16	➤ Brown et al. (2013) ➤ Ghuman & Ryan (2013)	RP3
10/18	➤ Haslam & Levy (2006) ➤ Grzanka et al. (2016)	
10/23	➤ Herek et al. (2009)	
10/25	➤ Bilodeau (2009)	Final rough draft on 10/26 by 11:59
10/30	➤ White Hughto et al. (2015)	RP4
11/1	➤ Cowley (2013) ➤ Wegner et al. (2015)	
11/6	➤ Fischer & Greitemeyer (2006)	Excursion
11/8	➤ Nelson (2005) ➤ Levy et al. (2002)	
11/13	➤ Cuddy et al. (2005)	RP5
11/15	➤ Crowson et al. (2013) ➤ Lalvani & Broderick (2013)	
11/20	➤ Henry et al. (2004)	Hate Journal
11/22	Thanksgiving – NO CLASS	
11/27	➤ Penny et al. (2007) ➤ Burmeister & Carels (2014)	RP6
11/29	➤ Interview Presentations	Interview papers
12/4	➤ Interview Presentations	
12/6	Wrap up – do NOT miss this class.	
12/13	FINAL PAPER IS DUE VIA SPRINGBOARD BY THURSDAY AT 2 P.M. LUNCH at Luigi's ON THURSDAY, December 13 at 2:30 P.M. All EC due by 12/14 at midnight	

¹ All readings (and therefore discussion questions) are due on the day they are assigned. No exceptions. Everything else is subject to change.

POINT CALCULATOR	
ASSESSMENT	POINTS
RP 1	___ / 15
RP 2	___ / 15
Debate	___ / 40
RP 3	___ / 15
Final Rough Draft	___ / 10
RP 4	___ / 15
Excursion	___ / 30
RP 5	___ / 15
Hate Journal	___ / 30
RP 6 ²	___ / 15
Discussion Questions	___ / 25
Participation/Attendance/Assignments	___ / 30
Interview Project	___ / 60
Final	___ / 100
Extra Credit	___ / 10
TOTAL POINTS	___ / 400

² Only 5 reaction papers will count

Ground Rules of the Psychology of Hate

1. Confidentiality
2. NOT group therapy (self-disclosure should be for learning purposes only)
3. Freedom of speech and thought (WITH RESPECT)
4. Honesty – at least with yourself
5. Challenge each other and me, but do NOT bash any groups of individuals
6. Informal class, but FORMAL grading
7. Watch your airtime (please be aware of how many times you speak in class compared to those around you – I oftentimes will stop calling on someone just to hear from other folks)
8. Get comfortable with being uncomfortable
9. No agendas (this is not a class to see how cool you could be by constantly playing the Devil's advocate)
10. When people speak, listen

Please be aware that these rules are non-negotiable and any violation of them will result in point deduction from your participation and/or your in class exercises grade. I will warn folks before I think they're at that point, so please take my warning as constructive and not adversarial. This class gets heated at times – sometimes with each other; sometimes with me. I welcome lively debate and discussion. I do NOT tolerate people challenging folks just for the sake of attention though, so if that's your goal, please consider a different course! I, too, will follow these rules and if you feel as though I'm violating any of them, I strongly encourage you to contact me via email, Springboard, or even anonymously by putting a note in my mailbox! I look forward to this being a fantastic experience for all of us. Enjoy the course!

By signing below, I have read and understood the "Ground Rules of the Psychology of Hate" and agree to abide by them to the best of my ability.

Signature

Date