

Foundations 115: Why We Hate

M/W/F 1:30-2:20, KEI 201

Fall, 2009

Professor Matthew Hoffman

Office: Stager 308

Office Hours: Tuesday 10:00-12:00, Wednesday 11:00-12:00, And By Appointment

Contacts: matthew.hoffman@fandm.edu, Tel. # 358-4675

This course will be based on trying to address the following set of foundational questions:

- 1) Why have groups of people targeted other groups of people for hatred, discrimination, and persecution?
- 2) How has group hatred/prejudice been initiated, transmitted, and propagated?
- 3) Why have particular groups historically been more frequent targets of group hatred, discrimination, and persecution than others?
- 4) How have religion, politics, science, economics, and culture contributed to and affected group hatred?
- 5) Why and how has group hatred or ethnic conflict led to mass murder and genocide?
- 6) How has group hatred been resisted, challenged and overcome?

To begin to answer these questions we will look at a number of historical examples of group hatred, including anti-Semitism and antiblack racism; examine some of the root causes of these hatreds, such as xenophobia and ethnocentrism; explore modern examples of Genocide and Ethnic Cleansing, especially the Holocaust and the Rwandan Genocide, and look at Hate groups in contemporary America. We will also pay attention to the psychological and sociological dynamics of inter-group hatred.

Required Readings:

Racism: A Short History, George Fredrickson

Race, Racism, and Science: Social Impact and Interaction, John Jackson

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

The Racist Mind: Portraits of American Neo-Nazis and Klansmen, Raphael Ezekiel

The Wave, Todd Strasser

Required Films (On Reserve at ATS):

Focus (2001, Anti-Semitism)

Hotel Rwanda (2005, Rwandan Genocide)

American History X (1998, Skinheads)

Crash (2005, Race in America)

Required Assignments

Reading Responses (20%): You will be responsible for turning in five short papers (300 words) responding to questions on the assigned readings. The questions and due dates are included below on the course schedule. (More guidelines to be provided.)

Reading Quizzes (10%): There will be five short unannounced quizzes based on the assigned readings for that day/week. No make-up quizzes without an excused absence.

Film Study Questions (20%): For all of the four required out-of-class films you see, you will answer a set of study questions that I will provide ahead of time. There will be a special viewing time assigned in the evening during the week the film will be discussed and the films can be viewed any time in ATS (Stager basement) where they will be on reserve. You will turn in your answers in class on Friday when we will discuss the films. Film viewing dates and days to turn in study questions will be included in the course schedule below. (More guidelines to be provided.)

Webs of Hatred—Group Research & Presentation (15%): In groups of 3 or 4, students will research contemporary examples of group hatred propagated on the Internet. Students can choose topics ranging from various ethnic conflicts, White Supremacy, Homophobia, religious discrimination, or other forms of group hatred transmitted via websites. Students will have basic questions to ponder in looking at the websites and will present their findings to the class in a 15-20 minute oral presentation in the last week of the semester. (More guidelines to be provided.)

Group Discussion/In-Class Participation (15%): 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 discussion questions will be turned in and receive a grade. Group work and class participation is essential and makes up 15% of your overall grade for the course.

Final Essay (20%): You will write an essay that engages some of the central themes of the course, 6-7 pages (1800-2100 words) in length. The essay will be due on **Monday December 14**. I will provide a range of topics/questions for you to choose from. This will not be a research paper, but a chance to reflect on the readings, films, lectures, and discussions from the semester. This essay is in place of a final exam.

Class Format & Policies

--**Format:** This class will be discussion-based and therefore your participation and preparation is integral. 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 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.

--**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 o.k. as long as you are using it for taking notes or doing class-related work.

--**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 e-Disk 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.

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. 207-210 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. Proper guidelines for maintaining academic honesty will be distributed.

--**Consultation with Professor:** Students are encouraged to consult with me during office hours, or by scheduling an appointment, whenever the need arises. I will look at rough drafts of assignments as long as you show them to me (in person or via e-mail) 72 hours or more before the assignment is due. Questions can be directed to me in person, via e-mail and through my office tel. # 358-4675.

--**eDisk:** Course materials such as the syllabus, assignment guidelines, and supplemental readings will be available in the distribution folder for this class located on eDisk.

Course Schedule of Topics, Readings, and Assignments

Week #1 Introduction & Overview

9/2: Introduction of Students, Course Objectives, Overview of Course Syllabus

9/4: Discussion of Foundational Questions; in-class writing assignment “Answering the Big Questions” (15 mins.); **Readings:** Begin reading assignments for week #2

Week #2 Answering the Big Questions: Defining Our Terms

9/7: 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.?

9/9: Racism & Anti-Semitism, Origins, Definitions, Differences

Readings: Fredrickson, pp. 17-47

Reading Response #1: According to Fredrickson, what was the role of religion in the “invention of Racism”? **Response paper is due in class on 9/11.**

9/11: Racism & Anti-Semitism Cont.

Reading Response #1 due in class

Week #3 Why the Jews?

9/14: Origins & Development of Anti-Semitism

Readings: “Anti-Semitism: An Overview,” David Berger, from *History and Hate*, pp. 3-14 (**eDisk Reserves**); **Question:** According to Berger, what role did religion play in the origins and development of anti-Semitism?

9/16: Demonization of the Jews

Readings: Berger, pp. 49-72 (**eDisk Reserves**); **Question:** How can we explain the growing demonization of the Jews in the Middle Ages?

9/18: Jews and other Nomads; Anti-Semitic depictions from the Middle Ages

Reading: Slezkine, “Mercury’s Sandals” (**eDisk Reserves**)

Question: How does the author explain anti-Jewish sentiments through the ages?

Viewing: Look over anti-Semitic images power point on eDisk reserves

Question: What are some of the common themes in the images you viewed?

Week #4 Why The Jews? Cont.

9/21: Rise of Modern anti-Semitism in Europe and America

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

Viewing: *Focus TBA*, Study Questions on film due in class on 9/25.

9/23: Understanding anti-Semites, the Etiology of Hate

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

9/25: Discussion of *Focus*

Focus study questions due in class

Week #5: Science & the Rise of Modern Racism

9/28: No class, Yom Kippur

9/30: Origins of Race Science & the Establishment of Racial Typology

Readings: Jackson, pp. 1-57; **Reading Response #2:** 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.)?

Response paper is due in class on 10/2.

10/2: Race and Evolution

Readings: Jackson, pp. 61-93

Reading Response #2 due in class

Week #6: Science & the Rise of Modern Racism cont.

10/5: Scientific Racism and Anti-Semitism

Readings: Begin reading Fredrickson, pp. 51-95

10/7: Scientific Racism and Anti-Semitism Cont.

Readings: Finish reading Fredrickson, pp. 51-95; **Reading Response #3:** In what ways did the European Enlightenment contribute to the rise of antiblack racism and racial anti-Semitism? In what ways did it challenge these forms of group hatred and discrimination?

Response paper is due in class on 10/9

10/9: Practical Applications of Scientific Racism

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?

Reading Response #3 due in class

Week #7: From Group Hatred to Genocide

10/12: Rise of Nazism, the Final Solution

Readings: Browning, pp. 1-48

10/14: Understanding the Perpetrators of the Holocaust

Readings: Browning, pp. 49-87; **Reading Response #4:** If not based on anti-Semitism alone, how does Browning explain the willingness of the men from Battalion 101 to commit mass murder against the Polish Jews? **Response paper is due in class on 10/16.**

10/16: Browning vs. Goldhagen: Ordinary Men or Willing Executioners?

Readings: Browning, pp. 191-223; Goldhagen, from *Hitler's Willing Executioners* (eDisk Reserves); **Reading Response #4 is due in class.**

Week #8: From Group Hatred to Genocide Cont.

10/19 No Class, Fall Break

10/21: The Rwandan Genocide

Readings: Gourevitch, pp. 5-84

Viewing: *Une république devenue folle (Republic Gone Mad)*, in class

10/23: The Rwandan Genocide Cont.

Readings: Gourevitch, pp. 85-171; **Reading Response #5:** According to the book, what are some of the central roots of the conflict between the Hutus and the Tutsis? **Response paper is due in class on 10/26**

Viewing: *Une république devenue folle (Republic Gone Mad)*, conclusion

Week #9 Understanding Genocide & Reconciliation

10/26: Rwandan Genocide and Reconciliation

Readings: Gourevitch, pp. 177-226

Viewing: *Hotel Rwanda*, Study Questions on film due in class on 10/30

Reading Response #5 is due in class.

10/28: Genocide, Apartheid, and Reconciliation; **Guest Lecturer, Jennifer Lofkrantz of the History Department**

Readings: "The Life After," by Phillip Gourevitch (eDisk Reserves)

10/30: Discussion of *Hotel Rwanda*; **Study Questions on *Hotel Rwanda* due in class.**

Readings: Gourevitch, pp. 227-255

Week #10: America's Hatreds

11/2: White Supremacist movements in America

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

Viewing: *American History X* TBA; Film study questions due in class on 11/6

11/4: White Supremacist movements in America cont.

Readings: Ezekiel, pp. 26-57 **Question:** What seems to be the driving force of the Aryan ideology according to Ezekiel? Why might this be?

11/6: Discussion of *American History X*; **Study questions due in class.**

Readings: Ezekiel, pp. 61-121

Week #11: America's Hatreds cont.

11/9: Racial Tensions in America

Readings: Ezekiel, pp. 122-146

Viewing: *Crash*; Film Study Questions due in class on 11/13

11/11: Other Hatreds: Homophobia, Anti-Immigrant Movement, etc.

Readings: "Climate of Fear, Hate Makes Immigrants Villains,"

by Roberto Rodriguez and "Homophobia: The Fear Behind The Hatred," by Scott Bidstrup (**eDisk Reserves**); Excerpts from *Hate Groups: Opposing Viewpoints* (**eDisk Reserves**)

11/13: *Crash* discussion, study questions due in class.

Week #12: Israel, Arabs & The "New Anti-Semitism"

11/16: Israeli-Palestinian conflict; 9/11 and the "New anti-Semitism," anti-Muslim attitudes since 9/11

Readings: From *Those Who Forget the Past: The Question of Anti-Semitism*, (eDisk Reserves); **Question:** In what ways is anti-Zionism connected to anti-Semitism?

Viewings: *Protocols of Zion* in class

11/18: *Protocols of Zion* Conclusion

11/20: Discussion of *Protocols of Zion*

Week #13: Creating Group Hate/Understanding Group Hate

11/23: Social & Psychological dynamics of group prejudice, Jane Elliot's "Blue Eyes, Brown Eyes exercise,"

Viewing: *A Class Divided* in class

Readings: *The Wave*, pp. 1-74

11/25, 11/27 Thanksgiving Break

Week #14: Understanding Group Hate cont.

11/30: Social & Psychological dynamics of group prejudice cont.

Readings: *The Wave*, pp. 75-138; **Question:** What is the explanation *The Wave* provides for group hatred and discrimination?

12/2: Social Identity Theory, Social psychological theories of group prejudice

Readings: Excerpt from *Human Groups and Social Categories*, Henri Tajfel (eDisk reserves)

12/4: Social psychological theories of group prejudice cont.

Readings: “Why We Hate” by Jeffrey Winters (**eDisk Reserves**)

Group Research Presentations in class

Week #15: Answering the Big Questions & Student Presentations

12/7: Revisiting the Foundational Questions

Student Presentations

12/9: Student Presentations

12/11 Student Presentations

Final Essay due on Monday, 12/14