

PSYCHOLOGY 791A
PSYCHOLOGY OF HATE
Fall 2005
Course time: 11:10 – 12:30, T/Th
Course room: SLS G16

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

CONTACT INFORMATION:

Instructor: Toni L. Bisconti, Ph.D.
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Office: Conant 328
 Office hours: T 2:00 – 3:30
 W 1:00 – 2:30
 Th 9:45 – 10:45
 By appointment

TA: Heather Fauteux
 E-mail: hfauteux@unh.edu

Office: Conant 18
 Office hours: By appointment

REQUIRED TEXTS/READINGS:

- Selected readings on blackboard to be updated throughout the semester
- Roleff, T. L. (Ed.; 2001). *Opposing viewpoints digests: Hate crimes*. San Diego, CA: Greenhaven Press, Inc. (ISBN: 0-7377-0453-5)
- Martinez, T., & Guinther, J. (1999). *Brotherhood of murder*. New York: toExcel. (ISBN: 1-58348-580-5)

COURSE DESCRIPTION:

The primary objective of this course is simple: to understand hate. We will be overviewing the leading and most recent theories of hate as well as examining both the *utility* and *futility* of hate. Topics that will be covered include, but are not limited to in-group/out-group bias, self-esteem, aggression, history of hate groups, hate on the internet and in the media, pop culture's representations of hate, hate-crime legislation, 1st vs. 14th Amendment Issues, hate speech, implications for victims and motivations of perpetrators of hate-motivated crimes. Additionally, we will be debating controversial topics in the areas of race, sexual orientation, gender, gender identity or expression, and religion. We will also be examining one man's life from a hater to a teacher.

MAIN OBJECTIVES:

By the end of the semester, you should understand...

- Understanding the relationships between aggression, hate and violence
- the pros and cons to having “group” distinctions
- the goals of “hate” groups
- hate crime and hate speech distinctions
- pros and cons of enhanced penalty legislation for hate crimes
- consequences for victims of hate crimes
- reasons for committing hate crimes
- justifications for the “isms”
- ways in which you could personally combat hate and violence
- the pain – anger – hate – suffering relationship

COURSE REQUIREMENTS:

- **Attendance/Participation:** Each class, we will engage in some sort of informal and/or formal discussion. 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. Each of you is required to submit a discussion question (on blackboard) dealing with any area of hate within the first week of

classes (by Tuesday, September 6th). 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 on the discussion board on blackboard, or you could email me with comments from the course for your "participation."

- **Discussion Questions:** For *each reading*, you will be asked to submit one discussion question on Blackboard 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. All questions are due by 9:30 a.m. the day that the assigned reading is due. You are not required to do questions for the *Hate Crimes* reader or *Brotherhood of Murder*.
- **Reaction Papers:** You will be doing 9 reaction papers throughout the semester. You will choose which article of the assigned week to summarize. 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 blackboard. Due to unforeseen circumstances that arise throughout the semester, you will be allowed to "drop" 1 of these (out of the 9 total). In each of these reaction papers, you will have to choose one of the categories (a-f) below. Restrictions on this assignment include (1) you **cannot** write reaction papers on the *Hate Crimes* reader or *Brotherhood of Murder*, and (2) 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 three debates throughout the semester that you will be assigned to a side. The topics of the debate will be (1) affirmative action, (2) racial profiling, and (3) radical feminism. For each debate, you will have to turn in 3 short papers, including (a) your opinion (before doing research *and* before the debate); (b) your assigned position and arguments (including sources); and (c) your

post-research/debate opinion. Your sources should include course materials and internet information. Additional library resources are unnecessary. Parts I and III should be about 1 page a piece and part II should be approximately 2 pages.

- **Hate Monitor:** You will be asked to research **1** “hate” site from the Hate websites posted on Blackboard or from the Directory of Hate (<http://www.bcpl.net/~rfrankli/hatedir.pdf>). This research will also be informally presented to the class (as well as in written form to me) on the assigned dates. In your answer, please address all of the information in the Website Evaluation Checklist, which is located in the “Writing Assignments” folder under the “Assignments” section on Blackboard.
- **Tolerance Monitor:** You will also be asked to research **1** “tolerance” site from a list I will provide for you on Blackboard (or any other site you see fit). Again, this research will be informally presented to the class (as well as in written form to me) on the assigned dates. Follow instructions above about retrieval from Blackboard.
- **Brotherhood of Murder Journal:** For this, I would like for you to write a journal-type reaction paper about any thoughts, feelings, experiences, etc. you had while reading the book. I’d like for you to indicate specific parts, pages, or quotes that have affected, in addition to an explanation of how each has affected you. Also, please describe how you feel about the author and subject of the book, Tom Martinez. This should be approximately 4-6 pages (typed).
- **Final:** Your final will be 3 separate short papers (approximately 4-6 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 two of the three questions as rough drafts at two points throughout the semester.
- **Hate Journal:** You will keep track of any “hate” that you witness for 14 consecutive days at 2 points in the semester. 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).
- **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 will be permitted to attend up to 5 of these events for credit, although I encourage you to attend more. Details will be posted on Blackboard.

GRADES:

There will be 500 total points available in this course

| | |
|--|-----------------------------------|
| ❖ Participation/Attendance (7%): | 35 points |
| ❖ Discussion Questions (7%): | 35 points |
| ❖ Reaction Papers (16%): | 80 points (10 points/paper) |
| ❖ Hate Journals (6%): | 30 points (15 points/assignment) |
| ❖ Debates (in-class) (6%): | 30 points (10 points/debate) |
| ❖ Debates (Papers) | |
| ○ Part I: Pre-Opinion (3%): | 15 points (5 points/paper) |
| ○ Part II: Assigned Position (6%): | 30 points (10 points/paper) |
| ○ Part III: Post-Opinion (3%): | 15 points (5 points/paper) |
| ❖ Final Rough Draft (6%): | 30 points (15 points/rough draft) |
| ❖ Hate Monitor (4%): | 20 points |
| ❖ Tolerance Monitor (4%): | 20 points |
| ❖ <i>Brotherhood Journal</i> (10%): | 40 points |
| ❖ Final (24%): | 120 points |
| ❖ Outreach extra credit (up to 10 points): | 10 points (2 points/activity) |

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

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|----------------------------|----------------------------|----------------------------|----------------------------|
| | B+(87%-89%) 435-449 | C+(77%-79%) 385-399 | D+(67%-69%) 335-349 |
| A (93%) 465-500 | B (83%-86%) 415-434 | C (73%-76%) 365-384 | D (63%-66%) 315-334 |
| A-(90%-92%) 450-464 | B-(80%-82%) 400-414 | C-(70%-72%) 350-364 | D-(60%-62%) 300-314 |

PLAGIARISM:

Plagiarism is a form of cheating, punishable (at the discretion of the instructor) by failure in the course in which it occurs and possibly (at the discretion of the dean) by suspension or dismissal from the University. Plagiarism can take a number of forms, including the re-use of your own written work without appropriate modifications and/or without the permission of your instructor. Plagiarism most commonly occurs when material is taken from a source without proper citation. Whenever material is directly quoted it must appear in quotation marks and be properly cited according to APA. A citation without quotation marks is not adequate because it implies that the material quoted is your wording. It is even less acceptable to simply put the source of material in a bibliography at the end of your paper, with neither quotation marks nor references made in the text or notes. Indirect quotations—that is, points taken from some source but restated in your own words—should not appear in quotation marks, but the source from which they come should be cited in the text or in a footnote, depending on the reference style your instructor prefers. If necessary, ask me for further clarification. Remember that a course grade or even your undergraduate career could be jeopardized by ignorance in this matter. Ignorance does not constitute an excuse for plagiarism.

MISCELLANEOUS INFORMATION:

- I do not accept late assignments, unless there is a particularly compelling reason. If you do not come to class when an assignment is due, you have 4 options: turn it in early, submit it via Blackboard by the end of class, slip it under my door in my office, or turn it into Robin at the Psych Office in Conant Hall to be put into my mailbox.
- All assignments, unless otherwise specified, should be typed with 1-inch margins and double spaced. The only 2 fonts acceptable are 12-point Times New Roman or 11-point Arial.
- Please do not bring cell-phones to class (or be sure that they are turned off). If you do, I will answer them! ☺
- UNH must make reasonable accommodations in order to provide a student with a disability an equal opportunity to participate in the institution's courses and programs. To qualify for services you must provide documentation of your disability as determined by a physician and/or licensed certified psychologist or other practitioner who is skilled in the diagnosis of such a disability. The ACCESS office (2-2607) is where UNH students with documented or suspected disabilities can receive these accommodations and academic services. In order to obtain any such accommodations, your instructor must receive a letter from the Access office before you want the accommodations to take effect (e.g., before a test or homework assignment is due).
- The Affirmative Action office assists students, faculty and staff in resolving problems of harassment. If you feel that you, or someone you know is being harassed, please tell someone in an authoritative position (e.g., your instructor). Please be aware, however, that if you feel that you are being sexually harassed by ANYONE in a position of power over you employed by the University and you inform another employee of UNH, he/she is required by law to tell the proper authorities on campus (e.g., chairperson, affirmative action office (2-2930)).

HONORS REQUIREMENT

For those of you who are using this class to fulfill one of your "Honors" credits, you will be required to write a research proposal, including a literature review and a methods section. The topic needs to be loosely related to "Hate." Your literature review should range between 4 and 6 pages and your Methods section should range between 2 and 4 (depending on the complexity of your research question). Included in your Methods section, should be 4 (instead of 3) sections: (a) Participants, (b) Materials, (c) Procedure, & (d) Design. You will have to submit your research question to me by September 6th. Your rough draft

will be due on October 25th. Your final paper will be due on December 12th. Please follow all writing guidelines found in the APA Manual (if you do not have a copy of this, you should get one!!!!). Please go to “Assignments” (on Blackboard) and select “Honors Requirements” for additional information.

Additionally, it should be noted that your final grade is out of 600 points.

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

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|----------------------------|----------------------------|----------------------------|
| | B+(87%-89%)522-539 | C+(77%-79%)462-479 |
| A (93%) 558-600 | B (83%-86%) 498-521 | C (73%-76%) 438-461 |
| A-(90%-92%) 540-557 | B-(80%-82%) 480-497 | C-(70%-72%) 420-437 |

GENERAL BLACKBOARD INFORMATION:

- Go to <http://blackboard.unh.edu> and sign-in (there are help menus located on blackboard to help you with this).
- Once at your blackboard homepage, you should see Psych 791: Psychology of Hate under “My courses” – click on this link
- I will post any deviations from the outlined course syllabus under announcements and list new due dates on the calendar. I will also include any updated information on talks, activities, colloquiums, etc. that might be of interest to you in the appropriate folder under “Course Documents.”
- Under “Course Documents” you will see multiple folders (this will probably be updated as needed). These folders contain readings and resources that should help you complete your assignments. The “Course Packet” has all of your readings. You will also find other information of interest, such as your syllabus, newspaper clippings, extra credit opportunities, hate and tolerance websites, etc.
- Most assignments could be submitted to me (or Heather) on Blackboard or in class. We will not accept any assignments via email. To submit assignments on blackboard, please follow these instructions EXACTLY.
 1. Click on “Assignments”
 2. Go to “Writing Assignments” folder
 3. Click on the title of assignment
 4. When the “File Download” window appears, choose save. You should save your document with the following title:
 - Title of assignment, last 6 digits of SS# (e.g., RP1886264 or HateMonitor1886264 or MartinezJournal886264)
 - NOTE: Reaction Papers should be titled RP followed by which reaction paper it is; debates should be titled by which debate and which part (e.g., Debate1Part1886264)
 5. After you’ve completed your assignment and want to submit it, go to the “Tools” menu and click on “Digital Drop Box”. Choose to “Send File” (that is the only way I will have access to it).
 6. Upload the file. Under “Title” specify which Assignment you are completing. Be specific. Make sure this is the file you want me to get because once you hit “submit” you can’t get it back!
- We will also be using the Discussion Board quite a bit.
 1. You are being asked to post a beginning of the year discussion question. To do this,
 - Click on “Beginning of Year Discussion Question”
 - Select “Add New Thread”
 - Write in the general subject of your question under “Subject” and then write the question in the text box
 - Click submit. Keep in mind, everyone will be able to view your question.
 2. Additionally, you are to submit 1 discussion question for each reading you do. Each reading has its own “Forum.” To submit your question, see above directions.
 3. Finally, you could use the Discussion board to “participate” in class. Post any questions/comments that you’d like me or other class members to see or respond to.

**PSYCHOLOGY 791A
PSYCHOLOGY OF HATE
Fall 2005 Course Calendar¹**

| Wk | Date | Readings | Reaction Papers/ Assignments | Debates | Films |
|----|-------|---|---------------------------------|---|-----------------------------|
| 1 | 8/30 | ➤ Go over syllabus | ◆ Start Hate Journal | | |
| | 9/1 | ➤ Sternberg (2003) | | | Journey to a Hate Free... |
| 2 | 9/6 | ➤ Anderson & Bushman (2002) ➤ Roy (2000) | ◆ Discussion Question | | Journey to a Hate Free... |
| | 9/8 | ➤ Manson (1999) ➤ Klein & Naccarato (2003) | ◆ RP1 | | |
| 3 | 9/13 | ➤ Baumeister et al. (2000) ➤ Brewer (1999) | ◆ Hate Journal Due | | |
| | 9/15 | ➤ Marx et al (1999) ➤ Ruggiero (1999) | ◆ Hate Monitor | | |
| 4 | 9/20 | ➤ Part I: <i>Brotherhood of Murder</i> (3-74) ➤ Craig (2002) | | | Bowling for Columbine |
| | 9/22 | ➤ Yuk-Shui Fong & Singh Sandhu (2001) ➤ Boeckman & Liew (2002) | ◆ RP2 | | Bowling for Columbine |
| 5 | 9/27 | Affirmative Action Debate Parts I & II | | | |
| | 9/29 | ➤ Sears & Henry (2003) ➤ Boulden (2001) | ◆ Final Rough Draft Due | Affirmative Action Debate ◆ Part III | |
| 6 | 10/4 | ➤ Wood Wetzel (2001) ➤ Part II: <i>Brotherhood of Murder</i> (77-130) | ◆ Tolerance Monitor | | |
| | 10/6 | ➤ Herek et al. (2002) ➤ Anzaldua (2001) | ◆ RP3 | | |
| 7 | 10/11 | NO CLASS – MONDAY SCHEDULE | | | |
| | 10/13 | ➤ Part III: <i>Brotherhood of Murder</i> (133-224) ➤ Czopp & Monteith (2003) | | | Boston Public (Black/White) |
| 8 | 10/18 | ➤ Herek (2000) ➤ Chapter 1: Hate Crimes (17-55) | ◆ RP4 | | |
| | 10/20 | Racial Profiling Debate Parts I & II | | | |

¹ Calendar is subject to change at the discretion of the instructor – see Blackboard for updates.

| Wk | Date | Readings | Reaction Papers/ Assignments | Debates | Films |
|----|-------|---|--------------------------------------|---------------------------------------|----------------------------------|
| 9 | 10/25 | ➤ <i>Afterward: Brotherhood of Murder</i> ➤ Chapter 2: Hate Crimes (57-92) | | Racial Profiling Debate ◆ Part III | Boston Public (Racial Profiling) |
| | 10/27 | ➤ Gerstenfeld (1992) ➤ Adelman & Moorshead (1994/1995) | ◆ Final Rough Draft Due | | |
| 10 | 11/1 | ➤ Iganski (2001) ➤ | ◆ RP5 | | |
| | 11/3 | ➤ Levin (1999) ➤ Chapter 3: Hate Crimes (94-117) | ◆ Martinez Journal | | American History X |
| 11 | 11/8 | ➤ McPhail (2002) ➤ Kaufman (2001) | ◆ RP6 | | American History X |
| | 11/10 | ➤ Chapter 4: Hate Crimes (199-140) | | | American History X |
| 12 | 11/15 | Radical Feminism Parts I & II | | | |
| | 11/17 | ➤ Craig (1999) ➤ Cowan et al. (2002) | | Radical Feminism ◆ Part III | Queer as Folk |
| 13 | 11/22 | ➤ Craig & Waldo (1996) ➤ Recker Rayburn et al. (2003) | ◆ RP7 ◆ Start Hate Journal | | |
| | 11/24 | NO CLASS – THANKSGIVING | | | Boys Don't Cry |
| 14 | 11/29 | ➤ McDevitt et al. (2001) ➤ Otis & Skinner (1996) | ◆ RP8 | | Boys Don't Cry |
| | 12/1 | ➤ Green et al. (1999) ➤ McDevitt et al. (2002) | | | Boys Don't Cry |
| 15 | 12/6 | ➤ Anzaldua (2001) | ◆ Hate Journal 2 | | |
| | 12/8 | ➤ Boeckmann & Turpin-Petrosino (2002) ➤ Turpin-Petrosino (2002) | ◆ Extra Credit ◆ RP9 | | |
| | 12/15 | Class at TP: Time TBA (Final Due) | | | |

Center for Academic Resources

UNH ~ Wolff House ~ 862-3698 ~ www.cfar.unh.edu



CFAR (say “see far”) – we are the Center for Academic Resources and offer a wide range of academic support services for all undergraduates at UNH.

What We Provide All UNH undergraduates:

- Academic Mentors – work one-on-one with an upperclass student trained to help you develop strategies for academic success, including proven study skill and time management techniques. Learn how to learn more effectively and efficiently!
- Study Groups – join a study group and form a network of “study buddies” who work together for a whole semester. Study groups are offered in selected courses (e.g. Chem 403 and Bio 411) and are lead by a trained upperclass student. Call for other current offerings and register early at Wolff Houses as space is limited.
- Drop In Tutoring – no appointment needed for these sessions – you can attend every meeting or whenever you like throughout the semester. Drop in tutoring is offered for Math 420 and Math 424A&B. Call for other current offerings and drop-in times and locations.
- Staff Consultations – set up an appointment to meet with one of professional staff members to discuss your learning needs and how to capitalize on your strengths.

All the above, plus...

- A computer cluster (free printing)
- Faculty evaluations (by students)
- Course information provided by professors
- A study lounge
- Tutor referrals
- A great website with scholarship search information and more!

We also provide additional services for students eligible for our Student Support Services component funded by a TRIO grant from the US Department of Education:

- Individualized subject area tutoring
- GRE prep courses and graduate school advising
- Individualized computer support
- Scholarship search assistance
- Support services for students with learning disabilities, AD/HD

We are located at Wolff House (next to the UNH Heath Center). Our regular hours are Monday through Friday, 8:00 am – 4:30 pm. Scheduled programs are also available school nights and weekends. Come visit or call us at 862-3698.

· Eligibility is based on several factors, including financial need and/or documented disability; grant award is \$295,017.