Course Description:

“Somewhere in America...Every hour someone commits a hate crime; Every Day at least eight blacks, three whites, three gays, three Jews and one Latino become hate crime victims; Every Week a Cross is burned.” (www.tolerance.org)

Intolerance expresses in a variety of methods on a daily basis, whether in one’s personal life, social or working environment. The media fills our eyes and ears with images and sounds of hate; our children learn hate from us and through the ever-evolving Internet. Theories of why we hate are becoming prolific; unfortunately, public appreciation of how we are taught intolerance, through family, friends, media, literature, TV, Internet, etc., has been ignored. This class will examine and discuss the various psychological methods that are used to create the “other,” and thus begin the process of intolerance. Through a multi-cultural and interdisciplinary approach, we will examine and discuss intolerance and its various forms in American society and on the international level.

It seems to be a tenet of the human condition to perceive others as different and potentially hostile. In nearly all societies stereotypes are developed to stigmatize suspected enemies within and without. The American case is particularly interesting in this respect because American society consists of nothing but others; to be open to others and to welcome those who are different is one of the basic tenets of the country. However, this principle often conflicts with the need to integrate all those strangers into a homogeneous, governable society, which causes the formation of hostile stereotypes of certain ethnic groups that do not fit in. (Ragnhild Fiebig-Von Hase, Enemy Images in American History)

This brief description captures many of the theories of why we hate: innate human condition; displacement; resentment; fear; political and economic rationale; and self-esteem. How we came to these emotions and beliefs will be the focus of half of the course.

Once we learn how images and beliefs are taught to us, we need an alternative to intolerance. Thus, the last part of the course will focus on moving beyond hate-on nurturing tolerance. In The Brother’s Karamazov, Ivan comments that “one can love one’s neighbors in the abstract, or even at a distance, but at close quarters it’s almost impossible.” Our goal is to make the “almost impossible” possible. Tolerance, fundamentally is a personal decision...A belief that every other person on earth is a treasure. (www.tolerance.org.)

Course Goals:

• To examine how intolerance is formed on an individual basis; societal and international level.
• To examine various theories regarding how & why we hate; how we create the other, and how the other transforms into the enemy.
• To examine the various expressions of intolerance in music, language, on the Internet, media, hate groups, etc.; and the extreme expressions of intolerance on the international level, such as genocide and ethnic cleansing.
• To examine how hatred is perpetuated by “innocent bystanders.”
To examine the process of reconciliation: can we forgive?

Texts, Required: (see supplemental listing for suggested readings)

Recommended:

Additional Course materials:
- Hatewatch, the weekly email update from the Southern Poverty Law Center
- URL links and materials on Manhattan.
- Handouts

LBC: This course offers the opportunity to fulfill a Learning Beyond the Classroom requirement. You must complete 15 hours of activity and write a paper. Activities that tie to this class are:
- Project Homeless Connect (Sept. 29)
- A visit to the Museum of Tolerance in NYC
- A visit to the Holocaust Museum in Springfield
- Movie (title unknown) on Racism, to be shown at WNEC in the fall.
- Working with Pastor Greg Dyson and the homeless of Springfield.

This list is not exhaustive. Please see me with additional ideas. Some of the above may be incorporated into our course, depending on time and money.

Course Requirements:
- This course requires extensive reading and analysis. Be prepared.
- Active preparation of the readings, and active participation in class discussion. The quality as well as the quantity of your remarks matter. (!)
- Reflection Papers: There will be 4 reflection papers due at scheduled times throughout the term. These papers, 3-5 pages in length, “polished writings”, but need to reflect active engagement with the materials. I will give you a general statement for each paper, and you will respond using the assigned readings. These papers are intended to show that you have read and thought about the material presented in the texts.
- Hatewatch presentation. Each student will be required to subscribe (free) to Hatewatch, Southern Poverty Law Center’s weekly monitor of hate crimes in the U.S. Beginning in week 2, on each Thursday, 2 students per week will be chosen at random to present a topic from the weeks email. Be prepared! If you miss your turn, you lose points. Everyone will be chosen twice during the term.
- Website presentation: Each student will research and present a 3-5 minute talk on either a hate website or a tolerance website. You may choose from the list below or find a site yourself.
- Oral presentation on your paper, 5 minutes speaking and then a brief question period. This presentation will be given in the final class period. ***I am easily annoyed by seeing students working on their oral presentation in class when they should be listening to their colleagues’ presentations. Your grade will reflect your interest in your colleague’s presentations.
- A final paper: see below

Final Paper: To accommodate those who wish to use this course to fulfill an LBC requirement, there are 2 options below for the Final Paper.
A. LBC: Your final paper may also be submitted as your LBC required paper.
B. Non-LBC: A 5-7 page paper on the topic specified below.

**Topic:** Based on the interview format of the Catherine Ingram text, you are to interview an activist and describe the person and interview in the paper; or describe yourself as someone you hope you can become. What would be your mission? How do you hope to encourage tolerance in society. Describe your ideas and then conduct an interview with yourself.

**Grading:**

- Reaction/Reflection Papers: 25%
- Hatewatch presentations 10%
- Website Presentation 15%
- Class Discussion: 15%
- Oral Presentation: 10%
- Final Paper: 25%

**Web Sites:** (not inclusive)

- www.guweb2.gonzaga.edu/againsthate/
  Gonzaga University Institute for Action against hate; includes links to their journal publication
- www.adl.org
  Anti-defamation League
- www.amnesty.org
  Amnesty international
- www.brc21.org
  Boston Research Center for the 21st century
- www.charactercounts.org/RSKlinks.htm
  Youth Violence Online Resources
- www.cpsv.org
  Center for the prevention of school violence
- www.facinghistory.org
  Facing History & Ourselves
- www.hatecrime.org
- www.hatehurts.org
- www.hatemonitor.org
- www.hatewatch.org
- www.hrw.org
- www.prejudiceinstitute.org
  Southern Poverty Law Center
- www.racematters.org
  Josei Toda Institute for Global Peace & Policy Research
- www.splcenter.org
  Sister site of Southern Poverty Law Center
- www.turnitdown.org
  International network; Education for Democracy, Human rights and tolerance
- www.unitedagainsthate.org
  Turn it down-monitors hate music
- www.websteruniv.edu/~woolfm/cshghr.html
  Center for the study of the Holocaust, Genocide and Human Rights
- www.withoutsanctuary.org
  Lynching history and photographs

**The Fine Print:**

*Missing Classes:*
You are expected to be at all classes, **on time,** unless prior approval for an absence has been granted. If you continually arrive late for class, I will begin deducting points from your grade. Class participation is a significant part of your grade and you obviously cannot participate if you are not in class! If you miss more than 2 classes without a written excuse, 5 points per miss will be deducted from your final grade.
Athletes: “Must meet and speak with me ahead of course and classes to discuss game/practice situation for this course. Special arrangements will be made, but only when I am notified in advance and 2 weeks prior to each major assignment. If a game is rescheduled due to weather concerns, I must have notice from the Athletic Department.

Late work will be accepted, but graded 5 points less per day turned in late.

Absence due to Religious Observance:
“Any student who is unable, because of religious beliefs, to attend class or to participate in any examination, study, or work requirement on a particular day shall be excused and provided with an opportunity to make up any missed work. A student must, however, inform his/her instructor of the absence in advance.”

Class Policies:
ALL CELL PHONES AND PAGERS must be TURNED OFF during the duration of class. DO NOT leave class to answer a call, unless a) you’ve discussed with me before class why you might need to take a call or b) you don’t mind having 5 points per call deducted from your final grade (per incident). Headphones are forbidden during class.
This class will discuss topics that could be sensitive and sometimes objectionable to some people. Do not direct any of your comments to a specific person. *You must respect myself and your fellow students. Please see the WNEC Handbook for school policy regarding disruptive and disrespectful behavior.

Academic Integrity
Students are expected to know and adhere to the principles of honesty in academic work described in the General Bulletin and in the booklet Academic Integrity at Western New England College.

Weather Cancellation Policy:
In the event that there is a cancellation of class due to weather, students should continue to complete scheduled reading assignments. Written assignments will be due at the next class.

Disclaimer
The professor reserves the right to change topics covered or the order in which they are covered at her discretion. Any changes that occur will be posted on Manhattan and discussed in class.
Course Schedule

This Schedule will be modified to allow for Guest Speakers in class. Guest Speakers include:

- Professor Doug Battema, Communications Department (Media & Violence)
- Professor Yvonne Bogle, Diversity Program (Racism in everyday life)
- Professor Michael Boover, Anna Maria College, Dept. of Religion and Theology (Spiritual Activists; The Mustard Seed Project)
- Professor Burton Porter, Philosophy, (Philosophy and (In)Tolerance)
- Josh Weiss, Activist, Abraham Path Initiative

Reading Assignments: (Readings are due on day assigned)

Part I: Creating “the Other” and the “Enemy” [Social Construction of Reality]

“The object of one’s hatred is never, alas, conveniently outside but is seated in one’s lap, stirring in one’s bowels and dictating the beat of one’s heart. And if one does not know this, one risks becoming an imitation—and therefore, a continuation—of principles one imagines oneself to despise.” James Baldwin, “Here Be Dragons”

“Each community defines itself as much by what it is as by what it is not; and what it is not, is, above all else, the other.” Michael McDonald, Children of Wrath: Political Violence in Northern Ireland

Topics include:

- The problem of definitions: hate (hatred); tolerance, evil; racism; ethnic cleansing; genocide
- Philosophic perspective on hatred and evil
- Sociological & Psychological perspectives of hatred
- Religion, hatred and theodicy
- Symbols, rituals, mythology
- The role of the media: us v. them

1. Tu 9/1: Introduction to the Class; Overview of Syllabus and Assignments

   Th 9/3: Read: Levin, Ch. 1; S. Heaney, Poetry’s Power against Intolerance (Handout Module)
   In class discussion: DVD: The Shadow of Hate: A History of Intolerance in America

2. Tu 9/8: Read: Havel, Anatomy of Hate (HO Module); Sternberg, Ch. 1

   Th. 9/10: cont.
   *Music choice—peace, tolerance or hate/intolerance

3. Tu 9/15: DVD: Dreamworlds
   Read: Sternberg, Ch. 2 & 10

   Th. 9/17: ***Guest: Dr. Doug Battema***

4. Tu 9/22: Discussion of definitions of Tolerance; Positive and Negative Tolerance
   Read: My Brother’s Keeper: The Politics of Intolerance, HO Module
   Read: Levin, Ch. 3.

   Th. 9/24: Read: Sternberg, Ch. 3
   ***Reflection Paper 1 Due***

5. Tu 9/29 NO CLASS: PROJECT HOMELESS CONNECT @ MASS MUTUAL CENTER IN SPRINGFIELD
Th 10/1:  Discussion of Project Homeless Connect  
**Read:** Levin, 4

6. Tu 10/6:  DVD: Faces of the Enemy; Class Discussion

Th 10/8:  Read:  Sternberg, Ch. 4

7. Tu 10/13: **NO CLASS- FALL RECESS**

Th 10/15:  **Read:** Sternberg, Ch. 5

8. Tu 10/20:  ***Guest: Dean Jeanne Steffes***  
**Read:** Zimbardo, *Psychology of Power & Evil* [Manhattan, IR Module]

Th 10/22:  **Read:** Sternberg, Ch. 7-8  
Discussion of Zimbardo’s theories  
***Reflection Paper 2 Due***

**Part II: Expressions of Hatred/Intolerance**

“My son, always respect and honor the other fellow’s point of view. Unless it’s different from yours, of course.”  Hagar Comic Strip 3 March 1999.

Topics include:
- Tolerance and International Politics
- The Internet and the rise of Hate groups
- Gang warfare
- Hate crimes
- Hate music
- Ethnic cleansing
- Genocide (including a discussion of Native Americans)
- godhatesfags.org.

9. Tu 10/27:  ***Guest: Dr. Michael Boover***  
**Read:** Levin, Ch. 5-6

Th 10/29:  ***Guest: Dr. Yvonne Bogle***  
**Read:** Levin, Ch. 7-8

10. Tu 11/3:  **Read:** Sternberg, Ch. 9 & 11

Th 11/5:  **Read:** Levin, Ch. 9-11

11. Tu 11/10:  **Read:** *Pistol-Packing Pink Lesbians* [Manhattan: IR Module]

Th. 11/12:  **DVD:** *Killing of Billy Jack*  
***Reflection Paper 3 Due***

**Part III: Beyond Hatred**

“Silence is the voice of complicity.”  attr. Elie Wiesel.

Topics include:
- Local level: Community initiatives
• National level: The debate over Hate Crimes Legislation
• International Level: Reluctance of the International Community to acknowledge genocide
• Individual Level: Education: Teaching & Practicing Tolerance
• Forgiveness

***Website Presentations begin.***

12. Tu 11/17: **Read:** Levin, Ch. 12-15

    Th 11/19: **Read:** Ingram: Forward, Intro, Dalai Lama, Joan Baez

13. Tu 11/24: **Read:** Ingram: Thich Nhat Hanh; Cesar Chavez, Ram Dass,

    Th 11/26: **THANKSGIVING BREAK**

14. Tu 12/1: **Read:** Ingram: Diane Nash, Gary Snyder, Brother David Steindl-Rast

    DVD: A Survivor Remembers

    ***Reflection Paper 4 Due***

    Th 12/3: **Read:** Ingram: Archbishop Desmond Tutu, Michael Nagler

15. Tu 12/8: **Read:** Declaration of Principles on Tolerance (HO Module)

    Th 12/10: Final Thoughts

**Finals Week:**

    Thursday Dec. 17, 3:15-5:15

    Oral Presentation and Paper Due
Suggested Reading:

- Aho, J. *This Thing of Darkness: A Sociology of the Enemy.*
- Baumeister, *Evil: Inside Human Violence & Cruelty*
- Delbanco, *The Death of Satan: How Americans have lost the sense of evil* (New York: Farrar Strauss Giroux, 1995.)
- Dostoyevsky, Fyodor. *The Brothers Karamazov*
- Gandhi, *All Men are Brothers.* (New York: UNESCO, 1972 reprt.)
- Gourevitch, *We wish to inform you that tomorrow we will be killed with our families: Stories from Rwanda* (New York: Picador, 1998.)
- Jones, *Dutchman & The Slave*
Murphy, Getting Even: Forgiveness and its Limits (New York: Oxford University Press, 2003.)
Nagler, Is there no other way? The Search for a Nonviolent Future (Berkeley: Berkeley Hills Books, 2001.)
O’Flaherty, Return of the Brute (Dublin: Wolfhound Press, 1998 reprt.)
Perlmutter, Legacy of Hate: A Short History of Ethnic, Religious & Racial Prejudice.
Ruggiero, Vincenzo. Crime in Literature: Sociology of Deviance & Fiction (Verso, xxxx.)
Salecl, Renata. (Per)Versions of Love & Hate (Verso, xxxx.)
Sen, Identity and Violence: The Illusion of Destiny (New York: W.W. Norton, 2006.)
Soyinka, Wole, Climate of Fear: The Quest for Dignity in a Dehumanized World (New York: Random House, 2005.)
Tutu, Desmond. No Future without Forgiveness. (New York: Random House, 1999.)