

## SYLLABUS

**Course Title:** Psychology of Prejudice, Hate, and Violence—Honors

**Instructor:** Marvin Megibow, Ph.D. **Phone:** 898-6366 **e-mail:** mmegibow@csuchico.edu  
**Office:** Modoc 117 **Office Hours:** TWR 9:30 a.m.—10:30 am; and by appt.

**Prerequisites:** Good standing in the Honors Program. An introductory course in psychology is desirable.

**Required Texts:**

- Englander, Elizabeth Kandel (2006). Understanding violence. 3<sup>rd</sup> Ed. Mahwah, N.J.: Lawrence Erlbaum.
- Kellerman, Jonathan (1999). Savage spawn: Reflections on violent children. New York: Ballantine.
- Nelson, Todd D. (2006). The psychology of prejudice. 2<sup>nd</sup> Ed. Boston: Pearson.
- Sternberg, Robert J. (Ed.) (2005). The psychology of hate. Washington, D.C.: American Psychological Association.

**Recommended Texts:**

- \*Allport, G. W. (1954). The nature of prejudice. New York: Addison-Wesley
- American Psychological Association (1993). Violence and youth: Psychology's response. Vols. I and II. Washington, D.C.: American Psychological Association.
- \*Baumeister, R. F. (1999). Evil: Inside human violence and cruelty. New York: Freeman.
- \*Beck, A. T. (1999) Prisoners of hate: The cognitive basis of anger, hostility, and violence. New York: Harper Collins.
- Derber, C. (2004). The wilding of America: Money, mayhem, and the new American dream. 4<sup>th</sup> Ed. New York: Worth.
- \*Dozier, Rush W. (2002). Why we hate. New York: McGraw Hill.
- Eberhardt, J. L. & Fiske, S.T. (Eds.) (1998). Confronting racism. Thousand Oaks, CA: Sage.
- \*Fromm, Erich (1961). The anatomy of human destructiveness. New York: Holt, Rinehart, and Winston.
- Gerstenfeld, P. B. (2004). Hate crimes: Causes, controls, and controversies. Thousand Oaks, CA: Sage.

- \*Gilligan, J. (1996). Violence: Our deadly epidemic and its causes. New York: Putnam
- \*Gilligan, J. (2001). Preventing Violence. London, England: Thames and Hudson.
- Goodman, D. (2001). Promoting diversity and social justice. Thousand Oaks, CA: Sage.
- \*Hare, R. D. (1993). Without conscience. New York: Guilford.
- \*Koss, M.P., Goodman, L.A., Browne, A., Keita, G.P. (1995). No safe haven: Male Violence against women at home, at work, and in the Community. Washington, D.C.: American Psychological Association.
- \*Levin, J. (2007). The violence of hate. (2<sup>nd</sup> Ed.) Boston: Pearson.
- \*Lykken, D. T. (1995). The antisocial personalities. Hillsdale, N.J.: Lawrence Earlbaum
- \*Miller, A. G. (Ed.) (2004) The social psychology of good and evil. New York: Guilford.
- \*Plous, S. (2003). Understanding prejudice and discrimination. New York: McGraw Hill.
- \*Regush, N. (1997). The breaking point: Understanding your potential for violence. Toronto: Key Porter Books, Ltd.
- Stangor, C. (2000). Stereotypes and prejudice. Philadelphia: Taylor and Francis.
- \*Staub, E. (2003) The psychology of good and evil: Why children, adults, and groups help and harm others. New York: Cambridge University Press.
- \*Sternberg, R.J. & Sternberg, K. (2008) The nature of hate. New York: Cambridge
- Sue, D. W. (2003). Overcoming our racism. San Francisco: Jossey-Bass.
- \*Wallace, H. (1999). Victimology: Legal, psychological, and social perspectives. Boston: Allyn and Bacon.
- \*Zehr, H. (2002). The little book of restorative justice. Intercourse, PA: Good Books
- \*Zimbardo, P. The Lucifer effect: Understanding how good people turn evil. New York: Random House

**\*recommended books referred to in lectures/discussions**

**Course Objectives:**

The course seeks to provide a better understanding of the psychological bases of prejudice (bias, discrimination, bigotry, racism) and its relationship to interpersonal and inter-group hatred and violence. A goal of the course is to sensitize each individual to his/her own dynamics with respect to these issues and to increase awareness of their prevalence in the community and larger society. A further goal is to explore ways that the individual can intervene with him/herself and with others to reduce the occurrence of prejudicial attitudes and hate and their possible escalation to violence. Victimology of groups that have experienced prejudice, hatred, and violence (viz., racial groups, religious groups, females, elders, disabled persons, gay, lesbian, trans-gendered persons, etc.) will be examined with the goal of seeking possible ways to alleviate such victimization, in the family, community, workplace, and society in general.

**Requirements\*:**

- (1) Two **exams** in short answer (multiple choice) and written (identification) formats.
- (2) Three written “**issue briefs**” addressing selected topics in the course.
- (3) A **term paper** addressing a problem/issue in the psychology of prejudice, hate, or violence. Be sure to **confer with me before proceeding**. The paper may be a book review (prior approval of the book/topic is required).
- (4) Participation in a series of **small group activities, quizlets, and/or discussions** on issues of prejudice, hatred, and/or violence; participation/presentation in a “**hate forum**”.
- (5) A series of in-class **team/panel presentations** addressing strategies for reducing the occurrence of prejudice, hatred or violence, with reference to levels of the so-called “**hate pyramid**” model.
- (6) **Media matters**—materials from various media sources that address prejudice, hate, or violence themes. Part of the class-time will be made available for these each week. In addition, provide a citation and abstract of the material and up to a half page commentary on it.
- (7) **Portfolio**—a compendium of the semester’s work: issue briefs, media matters, worksheets from small group activities, team/panel presentation materials, and the term paper—submitted in a binder at the last class meeting before the final exam.

\* This course meets **GE** requirements for Area **D-3**. All GE courses require a writing assignment of at least 1500 words—this mandate is met by the “issue briefs” and the term paper. The course also meets the university’s “**ethnic requirement**”.

**Grading:**

Each element of evaluation will be worth **50** points, i.e., exams, issue briefs, term paper, group activities, media matters, and team/panel presentations. An additional 50 points will be based upon class participation, **including attendance**. A *percentage of best* (POB) performance system will be used to establish grades. This is based upon the *sum of best performance scores* for each element. The sum will be considered the best achievable score for the course and will be used to determine percentages for assigning grades.

**Psychology Research Participation bonus:** Each semester the Department of Psychology sponsors numerous psychological research projects. You are encouraged to participate in these activities and for each certified participation of **30** minutes you can earn an additional **5** points (up to a total of **15** bonus points).

**Psy 110 Laboratory in Human Relations bonus:** Group experience in various topic areas. Earns 1 unit academic credit and **10** bonus points; sign-up table at the main entrance to Modoc Hall. This course is part of the graduate training program in counseling psychology.

**Learning Objectives:**

<b>Knowledge/Skill</b>	<b>Facilitating Activities/Materials</b>	<b>Assessment</b>
1. Understanding of the psychological aspects of prejudice from perspective of perpetrators and victims	Readings, lecture, class discussions, special topic panels, and term paper research	Exams, discussion, panel presentations, and written work: term paper and issue briefs.
2. Critical appreciation of the scientific process and the utilization of research findings	Readings, lecture, class discussions, special topic panels, and term paper research	Exams, discussion, panel presentations, and written work: term paper and issue briefs.
3. Appreciation and respect for cultural diversity and the role of culture in human behavior.	Readings, lecture, class discussions, special topic panels, and term paper research	Exams, discussion, panel presentations, and written work: term paper and issue briefs.
4. Understanding the psychological effects of being a victim of prejudice, hate, or violence.	Readings, lecture, class discussions, special topic panels, and term paper research	Exams, discussion, panel presentations, and written work: term paper and issue briefs.
5. Understanding the neuro-psychological factors that contribute to prejudice, hate, and violence.	Readings, lecture, class discussions, special topic panels, and term paper research	Exams, discussion, panel presentations, and written work: term paper and issue briefs.

**Academic Honesty and Integrity:**

“The students, faculty, administrators, and staff of CSU, Chico are committed to a culture of honesty in which members of the community accept responsibility to uphold academic integrity in all they say, write, and create.” For details refer to: [http://www.csuchico.edu/prs/EMs/EM04/em04\\_36.htm](http://www.csuchico.edu/prs/EMs/EM04/em04_36.htm) and to the university catalog: <http://www.csuchico.edu/catalog/cat07/02StudentServices/01sjd.html>

## *SCHEDULE*

<u>Date</u>	<u>Topic</u>	<u>Reading*</u>
1/26-31	Introduction and overview of issues: Stereotyping and prejudice; Prejudice as a basis of Hate; Victimology; Bigotry and bigots; Pyramid model. Form teams	N: Ch 1 E: Ch 1 S: Ch 10
2/2-2/6	Whence prejudice? Consequences of victimization. The nature of “evil.” What is <i>Hate</i> ? (HF** #1)	N: Ch 2 S: Ch 1
2/9-2/13	Explanations of prejudice: From folklore to science; Victims & perpetrators (HF #2) <b>Issue Brief #1</b>	N: Ch 3 S: Ch 2
2/16-20	Measuring violence and crime; empowering victims; Understanding violence/cruelty I: Myth of Pure Evil; Overview of the <i>4 roots of evil</i> . (HF #3)	E: Ch 2 S: Ch 5
2/23-27	The prejudiced personality: A type? Understanding violence/cruelty II- “Roots of evil: Instrumental aggression, threatened egotism. (HF #4)	N: Ch 4 E: Ch 3, 4 S: Ch 3
3/2-3/6	Modern prejudice: Old wine in new bottles? Understanding violence/cruelty III-Roots of Evil: Idealism, sadism. Bio-psycho-social, cognitive and psychodynamic perspectives; shame-rage cycle (HF #5)	N: Ch 5 E: Ch 5 S: Ch 4
3/9-13	Consequences of being a target of prejudice. Everyday violence: Social norms, self-control and violence triggers; hate and “moral exclusion” (HF #6) <b>Midterm Exam</b>	N: Ch 6 E: Ch 6 S: Ch 7
3/16-20	<b>***SPRING BREAK***</b>	
3/23-27	Ageism and some other “isms” How evil starts and escalates Hate crimes: Race, religion, GLBT, etc. (HF #7)	N: Ch 7 K: Ch 1—7 S : Ch 8
3/30-4/3	GLBT victims—a special case ? Gender identity. Everyday Violence—are there “monsters” among us? Sociopathy and psychopathy <b>Issue Brief #2</b>	E: Ch 7 K: Ch 7—10 Handout

4/6-10	Sexism Women as victims: Family, work, and public arenas; the “rape culture,” i.e., “No safe haven”	N: Ch 8 E: Ch 10, 11
4/13-[17]	Effects of prejudice/hate on identity and society; Ethnocentrism→Genocide (HF #8) Culture of violence—how violence flourishes: guns, substance abuse, indifference <b>--Presentations--</b>	E: Ch 8 S: Ch 9
4/20-24	Children and elders as victims; Corporal punishment/spanking Other arenas of violence: campus crime; Workplace violence; stalking; gangs; prisons <b>Issue Brief #3</b> <b>--Presentations--</b>	E: Ch 9, 12, 13 Handout
4/27-5/1	Reducing and Preventing Prejudice Modulating the culture of violence—punishment vs. restoring healthy values: respect, empathy, inclusion, accountability, tolerance/acceptance, and the importance of family and community (HF #9) <b>--Presentations--</b>	N: Ch 9 S: Ch 6
5/4-8	Prejudice/Hate: New directions/hopes/aspirations Healing the culture of violence; prevention models (HF #10) <b>--Presentations--</b>	N: Ch 10 S: Ch 10 [reprise]
5/11-15	Violence: Who benefits? Solutions: any hope? The banality of heroism. Restorative Justice (HF #11) <b>--Presentations--</b> <b>***Term Papers Due***</b>	E: Ch 13 S: Ch 11 Handout
5/18	<b>Final Exam: Monday, 12—1:50 p.m.</b>	

\*E=Englander  
K=Kellerman  
N=Nelson  
S=Sternberg

\*\*HF—Hate Forum