

Senior Seminar: Confronting Global Hatred
INTL 485-01
Macalester College, Fall 2008, 4 Credits

Instructor: Nadya Nedelsky

Time: Mondays 7:00-10:00

Room: Carnegie 404 (unless otherwise scheduled – I'll let you know)

Office: Carnegie 207d

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Office hours: Tuesdays 3:30-4:45, Wednesdays 3:30-4:45, and by appointment

Course description:

What is hatred? Where does it come from? And can its deadly cycles be broken? These questions are surely as old as society. While hatred is not new, the human potential to harm and destroy has vastly increased over the past century alongside the development of the technologies of weaponry, communication, and travel. With no community immune to its devastations, confronting hatred is more necessary than ever.

Drawing on various fields of study, this course approaches hatred from three interrelated angles. The first is the internal world, the mind, of the hater. We ask, is there something in human nature, our genetic structure, and/or our instincts that predisposes us to hate, or at least makes it possible for everyone? Do certain personalities or constellations of passions make some people more prone to hate than others? What motivates the hater, and how does he or she perceive and respond to the external world? This link between the internal and external worlds brings us to the second angle of inquiry, which asks, what role do history, culture, ideology, social structure, religion, and group psychology play in producing hatred and cruel aggression? What can we learn from psychological experiments, and what can we learn from genocides, ethnic cleansings, mass aggression and terrorism of the twentieth and early twenty-first centuries? And finally, from our third angle we seek to apply the knowledge gained from the first two, asking, how might we break cycles of hatred?

Required Texts:

- Daniel Chirot and Clark McCauley, *Why Not Kill Them All? The Logic and Prevention of Mass Political Murder*, Princeton: Princeton University Press, 2006.
- Erich Fromm, *The Anatomy of Human Destructiveness*, New York: Henry Holt & Company, 1973.
- Willard Gaylin, *Hatred: The Psychological Descent into Violence*, New York: Public Affairs, 2003.
- Alexander Laban Hinton, *Why Did They Kill? Cambodia in the Shadow of Genocide*, Berkeley and Los Angeles: The University of California Press, 2005.
- Philip Zimbardo, *The Lucifer Effect: Understanding How Good People Turn Evil*, New York: Random House, 2007.

Overview of grade components:

1. Response/discussion paper and presentation: 20%
2. Presentation of your final paper: 25%
4. Final paper: 35%, due December 8
5. Participation: 20%

Grading scale:

100-94: A	89-87: B+	79-77: C+	69-61: D+
93-90: A-	86-83: B	76-73: C	60-59: D
	82-80: B-	72-70: C-	58-55: D-

- “A” work 1) is on time; 2) accomplishes the assigned tasks fully; 3) is clearly and engagingly written using proper grammar, spelling, and punctuation; 4) well-organized; 5) correctly cites all sources used; 6) is carefully and thoroughly researched, if research is required; 7) and shows a superior level of creativity, thoughtfulness and insight into the topic at hand.
- “B” work competently accomplishes requirements 1-6 listed above, and is generally well done, but shows lower levels of creativity, originality, and/or insight.
- “C” work offers a minimum level of competence on some or all of requirements 1-6, but contains serious flaws in argument, writing, research, and/or organization.
- “D” work does not competently realize most or all of requirements 1-6 and contains many serious flaws

Note: Plagiarized work will not be accepted and will incur significant penalties. If you are using someone else’s ideas, words, or research, you MUST cite them properly.

You may have 1 unexcused absence over the course of the semester. After this, absence will result in grade deduction.

Unless you have arranged an extension on a paper before the due date, each day late will incur a deduction of one letter grade.

Barring medical or family emergency, incompletes must be negotiated before the end of classes, and the paperwork filled out by the last day of class.

Final papers must be delivered in hard copy – NOT email (just too risky – sometimes, it seems, they vaporize en route).

Schedule is subject to change as necessary.

Assignments:

1. Case study and discussion leadership:

Beginning in the third week of class and ending in the seventh, students will guide the class in applying the assigned author’s analysis to a particular recent case of hatred (in the last 20 years). There are three parts to the assignment.

First, you will provide brief background reading on your case, such as a news article, as well as a 2-page (single-spaced) summary of the facts of the case (background information and context, not an analysis) that you write up for us based on your research (you can also include maps and statistics, if you think they would be helpful). You should get these to me by no later than 5 pm on the Thursday before the class when you will present, and I will send them to the class (you can also send them to the class yourself if you prefer, using the course email address: INTL-485-01@lists.macalester.edu). This allows the class some time to think about the case in relation to the readings.

Second, taking on your author's perspective, you should write a 6 double-spaced-page paper explaining how he would define the nature of hatred in your situation and where he would likely locate—or at least look for—its roots. This will be due at class time.

Finally, in class, you will guide the discussion of your case. You will not present your own analysis, but rather facilitate the group's consideration of the case.

We will begin each class period by exploring the “analytical gear” (to use Zimbardo's phrase) offered by our reading. I will lead this part of the class. I will then turn the class over to each discussion leader in turn. Your mission has two elements.

a. You will essentially ask us, “How can x's theory be applied to this case, and what does the resulting analysis look like?” In asking us this, you should thus be clear about what we are going to try to explain in your case, and be prepared to guide the class as we consider how the “gear” could work to do this.

b. We are also interested in how strong the resulting analysis is, the extent to which it adequately explains the case and answers your central questions. The theories almost always run into some difficulty or fall short in some way when applied to real cases; they may also have shortcomings in how they are constructed, even before application. You will have already written a paper applying the theory to the case, and will thus have a sense of where these difficulties arise. Sometimes we too will discover them in the course of our application of the theory to the case, and sometimes not. Be prepared to ask the class two or three questions getting at the difficulties/problems you find most troubling and/or interesting.

2. Presentation of research and analysis:

During the second part of the course, students will choose, research, analyze, and present an in-depth case study of hatred (see paper description below). In class one week before your presentation, you should hand out no more than 15 pages of background information on your case. You may draw on such sources as books chapters, news articles, and journals. The purpose is to give the class the necessary historical and factual information on your case.

Your 20 minute presentation should focus on your argument and analysis, not on the factual details of the case. Assume that the class has read your handout.

3. Paper:

You will write a 15-to-20 page paper on your case study. In this paper, you should begin by providing relevant historical context and explaining how you define hatred in your case. You should then draw on the theoretical readings to analyze your concrete situation, examining what constellation of internal and external factors you see as fostering hatred in your case. Finally, you should propose a strategy for overcoming such hatred, explaining what in your analysis of your case leads you to expect this strategy to be helpful. A paper proposal outlining your project is due October 13, along with an annotated list of five sources. The paper is due December 8, at the International Studies office.

Schedule: (subject to change if necessary)

September 8: Introduction to the course

September 15: Fromm, *The Anatomy of Human Destructiveness*, Terminology, Introduction, and chapters 10, 11 and 12 (skim chapters 8 and 9)

September 22: Fromm, continued (focus of discussion), and Zimbardo, *The Lucifer Effect*, Introduction and Chapter 1; skim chapters 2-9 (in preparation for next time)

September 29: Zimbardo, continued, chapters 10-16

October 6: Chirot and McCauley, *Why Not Kill Them All? The Logic and Prevention of Mass Political Murder*

October 13: Gaylin, *Hatred: The Psychological Descent into Violence*
paper proposal due

October 20: Hinton, *Why Did They Kill? Cambodia in the Shadow of Genocide*

October 27: presentations: readings provided by students

November 3: presentations; readings provided by students

November 10: presentations; readings provided by students

November 17: presentations; readings provided by students

November 24: presentations; readings provided by students

December 1: course wrap-up

December 8: final paper due, by 4 pm, at the I.S. office