

# HATE SPEECH: THREATS TO STATES, SOCIETIES, AND PEOPLES

Fall 2021

---

<b>Instructor:</b> Emma Rosenberg	<b>Time:</b> Mondays: 2:00pm-3:50pm
<b>Email:</b> <a href="mailto:erosenbe@nd.edu">erosenbe@nd.edu</a>	<b>Place:</b> TBD

---

**Office Hours:** After class or by appointment:

<https://www.emmarosenberg.com/calenderly>.

**Objectives:** There is nothing new about speech being weaponized. Since its inception, speech has been used as much to divide as to bring together. Today, the repercussions of incendiary rhetoric seem to have unprecedented political repercussions. In this course, we will engage in deep readings of primarily political 20th and 21st century texts that have been accused of sowing hate. This course offers a safe analytical space within which students can have deep encounters with texts that the general reader is discouraged from reading. While this course in no way claims to be an exhaustive or even representative overview of all hate speech, it will offer students the opportunity to engage with primary sources seldom found in the classroom. Together, over the course of the semester, we will explore what makes these texts dangerous, identify commonalities, and pull out the ‘pedestrian’ aspect of many of them. The arc of the course will be developing a framework for analysis and coming to terms with the question: is some speech simply too dangerous to permit?

**Learning Objectives:** This class is an upper-level seminar designed for all majors. Readings will be approximately 40-60 pages a week. By the end of this course, students will be able to:

- distinguish between various types of hate speech;
- develop a framework for assessing the target, intended consequences, and potency of hate speech;
- analyze hate speech comparatively.

**Grades:** My goal is to expand students’ perspectives and challenge assumptions about the tension between the power of words and their potential for destruction. Learning requires focus. It is hard to focus if students are worrying about what grade they will get. I promise that my grades will never be punitive. The grades students get will reflect their efforts to engage the class content and their growth as critical thinkers. Here are how grades will be divided:

- Participation=50% (25% Class Discussion and 25% Weekly Responses)
- Final project=50% (Individual Memo=25% and Group Presentation=25%)

## Important Dates:

Project Outline ..... Monday, October 18, 2021  
Final Project Presentations . Monday, December 1, 2021  
Memo Due ..... Monday, December 6, 2021

## Description of Assignments:

- Strong class participation is integral to the success of the course. Active and respectful listening, and asking thoughtful questions, as well as articulating points, are incredibly important.

- Each week, excluding the final week, you will write a 1 paragraph (max. 1 page) response to one or more of the readings from that week due FRIDAY at NOON, answering the question: What surprised you? You should not spend more than 30 min. on the paragraph. Paragraphs should be posted to our class google drive.
- Class readings will all be available in our class google drive.
- The final project will be a group project (3-5 students per group) focusing on establishing guidelines for free speech for a social media platform of their choice (Facebook, Twitter, Instagram, etc.) Students will be graded on a 1-2 page memo that each writes individually detailing the thought process that went into their guidelines (25%) and on a 7-9 min. group presentation to the class (25%). The students are encouraged to be as creative as they would like and the grade will not reflect whatever position they take or solution they suggest.

**Class Policy:** The educational concept behind the seminar structure assumes a level of maturity and commitment on the part of all participants. Unlike a lecture class, everyone is responsible for the learning that takes place. Therefore, all students are expected to attend every class meeting and to come prepared. This is particularly important given that we meet only once a week. That said, if you need to miss class, please notify me in advance. Unexplained absences will negatively affect my assessment of your work in the course. The same applies to late assignments.

**Diversity and Inclusion** The class will be an open learning environment that embraces a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). If you have a name and/or set of pronouns that differ from those that appear in your official records, please let me know. If you feel like your participation in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. If something was said in class, by anyone, that made you feel uncomfortable, please talk to me about it.

## Course Outline

### Week 1: Historical Background and Prejudice

*Monday, August 23*

- *Lecture on the origins of 'Hate Speech' as a term, historical context and repercussions. Discussion over hate, introduction of upcoming texts.*
- Bleich, Erik. *The Freedom to Be Racist? How the United States and Europe Struggle To Preserve Freedom and Combat Racism.* Chapter 1: Balancing Public Values, the Big Picture.

### Week 2: Prejudice

*Monday, August 30*

- Allport, Gordon. *The Nature of Prejudice.* Chapter 1: What Is the Problem?
- Hitler, Adolf. *Mein Kampf.* (Excerpt)
- 15 clip of "Birth of a Nation":

### Week 3: Identitarianism, Part 1

*Monday, September 6*

- Belew, Kathleen. *Bring the War Home.* Chapters 1 and 2.
- Roof, Dylann. *Manifesto.*

### Week 4: Identitarianism, Part 2

*Monday, September 13*

- Breivik, Anders. *2083: A European Declaration of Independence*. (This should be skimmed, Breivik copied and pasted a lot of his content, so you're reading for general impact, not details).
- Juergensmeyer, Mark. *Terror in the Mind of God*. "Chapter 3: Zion Betrayed"

### Week 5: Fakes New and Misinformation

Monday, September 20

- Dickerson, Caitlin. "How Fake News Turned a Town Upside Down." *The New York Times Magazine*. (12 p.)
- Evans, Robert and Jason Wilson. "The Boogaloo is Not What You Think." *Bellingcat*. (49 p. BUT 50% pictures)
- Hinez, Gabriel Emile, et al. "Kek, Cucks, and God Emperor Trump: A Measurement Study of 4chan's Politically Incorrect Forum and Its Effects on the Web." (15 p.)
- "How Hate and Misinformation Go Viral: The History of a Trump Tweet." *The Brookings Institute*. (8 p.)
- Zeeuw, Daniël et al. "Tracing Normification: A cross-platform analysis of the QAnon conspiracy theory." *First Monday*. (23p. BUT a lot of pictures)
- Farrell, Henry. "The Christchurch shooting suspect comes from an extreme online culture." *The Washington Post*. (2p.)
- Lyanage, Chamila. "How the Radical Right Weaponises Memes." *Vox*. (8p.)

### Week 6: Recruitment

Monday, September 27

- Nielsen, Richard A. *Deadly Clerics: Blocked Ambition and the Paths to Jihad*. Cambridge University Press, 2017. Chapter 1.
- Saslow, Eli. *Rising Out of Hatred: The Awakening of a of Former White Nationalist*. Chapter 1: The Great White Hope.
- Selected YouTube Islamist Recruitment Videos
- Berger, J. M. *Jihad Joe: Americans Who Go to War in the Name of Islam*. Chapter 11: The Keyboard and the Sword.

### Week 7: Misogyny

Monday, October 4

- Rodger, Elliott. *My Twisted World*. (Excerpt).
- Documentary: "The Red Pill." (Will email which portion once available from library).
- Saneh, Kelefa. "Jordan Peterson and his Gospel of Masculinity." *The New Yorker*.
- Blee, Kathleen. *Inside Organized Racism: Women in the Hate Movement*. Chapter 1: The Racist Self.
- YouTube clips: Paul Elam, Jordan Peterson, "the Red Pill"

### Week 8: Satire, Entertainment, and Art

Monday, October 11

- Deutsche Welt. "Charlie Hebdo and the Demise of Caricature."

- Film: The Innocence of Muslims.
- Kowsar, Nik. "The impact of a post-Charlie Hebdo world on cartoonists." *Social Research: An International Quarterly* 83, no. 1 (2016): 7-19.
- Dinsdale, Emily. "That Time this 'hip hop Virgin Mary' really pissed off the art world." *Dazed Digital*.

### **Week 9: Revolution**

Monday, October 18

- LaFree, Gary. "Is Antifa a terrorist group?." *Society* 55, no. 3 (2018): 248-252.
- Pierce, William. *The Turner Diaries*. (Excerpt).

### **Week 10: Hate Speech and Parties**

Monday, October 25

- Varshney, Ashutosh. *Ethnic Conflict and Civic Life: Hindus and Muslims in India*. Yale University Press, 2002. Chapter 4.
- Van Spanje, Joost, and Claes De Vreese. "The good, the bad and the voter: The impact of hate speech prosecution of a politician on electoral support for his party." *Party Politics* 21, no. 1 (2015): 115-130.

### **Week 11: Dog-Whistle Politics**

Monday, November 1

- Albertson, Bethany L. "Dog-whistle politics: Multivocal communication and religious appeals." *Political Behavior* 37, no. 1 (2015): 3-26.
- Haney-López, Ian. *Dog whistle politics: How coded racial appeals have reinvented racism and wrecked the middle class*. Oxford University Press, 2015. Chapter 1

### **Week 12: Global Hate Speech**

Monday, November 8

- Deland, Mats, Michael Minkenberg, and Christin Mays, eds. *In the tracks of Breivik: Far right networks in Northern and Eastern Europe*. Vol. 37. LIT Verlag Münster, 2014, chapters 1-2.
- Global Project Against Hate and Extremism Report 2021.

### **Week 13: Countering Hate Speech**

Monday, November 15

- Van-Zuylen-Wood, Simon. "Men are Scum: Inside Facebook's War on Hate Speech." *Vanity Fair*.
- Bleich, Erik. *The Freedom to Be Racist? How the United States and Europe Struggle To Preserve Freedom and Combat Racism*. Chapter 6: Punishing Racial Discrimination and Hate Crime.

### **Week 14: Thanksgiving Break**

### **Week 15: Final Projects**

Monday, November 29

- In-Class Final Project Presentations