



**APA ANNUAL CONVENTION**  
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# Responding to Hate on Campus

# What Every Psychology Student Should Know About Hate

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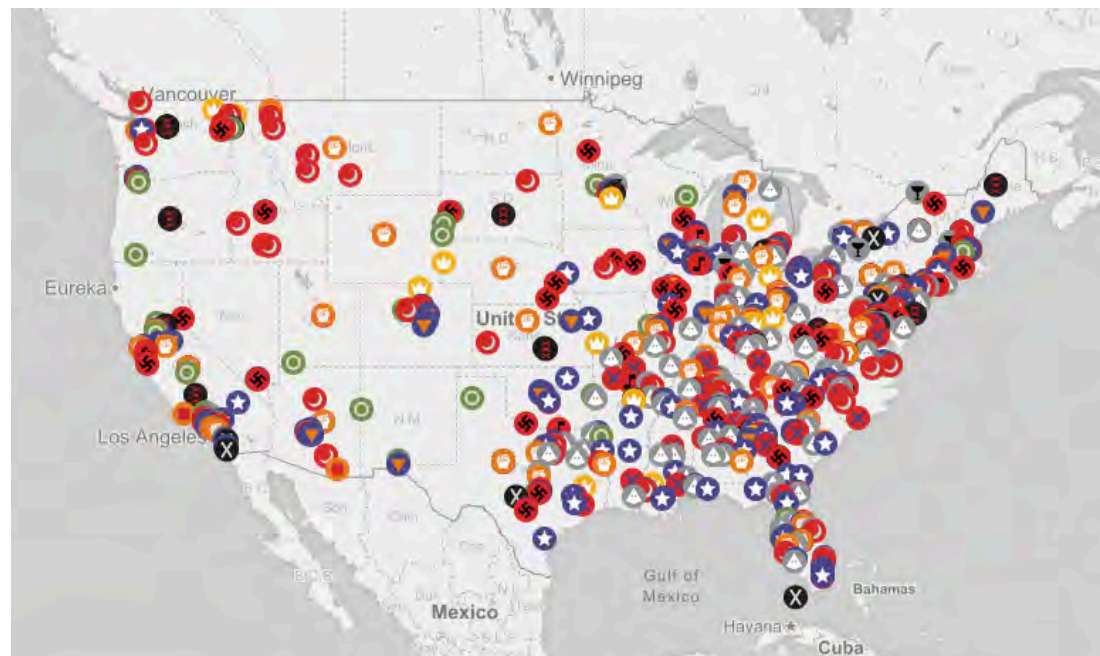
# Hate is Alive and Well

- Conventional surveys/polling doesn't capture prejudice & hate.
- Stephens-Davidowitz (2017) used Google search results to unearth racism
  - Millions of Americans are searching for the n-word.
  - Immediately after President Obama won the 2008 election, 1:100 "Obama" searches also included "KKK" or the n-word.



# Hate Groups

- Surge in hate growth membership since the election of President Obama in 2008.
- Signups for the hate site Stormfront on election night were ten times higher than normal.



# How many of you have had to deal with hate groups on your campus?



Hate is on ALL campuses – any student who has a computer, tablet, or smart phone is a target for a hate group.

# Hate on Campus

- Since the election, hate groups are targeting college campuses.
  - Flyers
  - Viral emails
  - Recruitment efforts
- Documented on at least 150 campuses



- Southern Poverty Law Center, 2017



# Impact of Hate on Campus

- Online hate groups impact campus culture
  - Access to propaganda
  - A portal to view the news through the lens of hate
  - Access to hate-based music and video
  - Entertainment via online video game knock-offs
  - Most provide chat rooms, message boards, blogs, and forums to discuss relevant hate-based topics
  - Access to private Facebook groups
  - Coordinated cyber bullying
  - Encouragement of lone wolves



# Impact of Hate on Campus

- **Culture of Bias and Intolerance**
  - Students may become more susceptible to explicit/implicit messages of bias.
  - Hate is normalized. The outrageous becomes ordinary.
- **Stereotype Threat**
  - Students become more aware of stereotypes and may struggle not to fulfill them
  - May result in disidentification





# Impact of Hate on Campus

- **Microaggressions**
  - Psychological impact on students may include (Sue, 2010):
    - Anxiety
    - Paranoia
    - Depression
    - Sleep Difficulties
    - Lack of Confidence
    - Worthlessness
    - Helplessness
    - Loss of Drive



# How Psychology can Help

- Within our courses, we can teach students how hate develops and what they can do to combat hate in their local community.
- Departments may be able to use this approach to meet Goal 3 (Ethical and Social Responsibility in a Diverse World) of the APA Guidelines for the Undergraduate Major: Version 2.0.



# Classroom Activities

- **Power and Privilege Race**
  - <http://www.collegesuccess1.com/InstructorManual4thEd/Diversity/ThePrivilegeWalkExercise.doc>
- Place students in an “other world context.” Reduces chance of reifying existing biases.
  - Diversity factors: Races, genders, sexual orientations, regional/national status, refugee status, language, abilities/disabilities, etc.
  - Economic factors: Income, ownership of property, where they live, profession, etc.
  - Education: Access to education, type of education, level of education
  - Randomly provide each student a profile

# Classroom Activities

- **Power and Privilege Race**
- Mechanics:
  - Form a line
  - Step forward or back based on each item announced and defined in terms of power or privilege.
  - Then race to “finish line” – who gets their first
  - Snack at the end -- only enough for those who reach the end first!
  - Discussion – most important



“What’s the matter?  
It’s the same distance!”

# Classroom Activities

- **Incorporating Online Hate Sites into Psychology Classes**
  - Hate-related Web sites can serve as examples of social psychological theories in action
  - Students are asked to conduct an analysis of a hate site to determine the social psychological theories at work, recruitment strategies employed, and best means to minimize the impact these sites have on individuals.
  - Students are typically paired up to provide support for each other. Encouraged not to examine sites which target them.



# Classroom Activities

- **Microaggression Exercise**
  - Provide “real-life” examples exist of microaggressions.
  - Microinsults, microassaults, microinvalidations
    - Peer “translating” what a professor just explained to an international whose English skills are strong
    - “Don’t you worry your pretty little head” said to female students
    - “I know this is the 3rd committee this year I’ve asked you to serve on, but I need the student of color perspective” said to a graduate student
  - Break into groups and discuss why these are microaggressions. How to avoid them in the future.

# Classroom Activities

- **Role-Playing Exercises to Confront Prejudice.**
  - One powerful antecedent of mass violence is stereotyping, prejudice, and discrimination.
  - Much of the social psychological literature is devoted to exploring antecedents to prejudicial behavior.
  - Numerous role playing exercises are available to enable instructors to teach about prejudice as well as enable participants to addresses prejudiced comments.
- **Experiential Papers and Exercises**
  - Interview someone who was discriminated against.
  - Bring someone you know into your ingroup.
  - Attend an event which celebrates a different culture.

# Additional Activities & Sources

- Activities for Teaching about Prejudice and Discrimination (2013)
  - Authors: Mary E. Kite, Stephen A. Gabourel, and 15 others
  - Description: This 69-page resource offers 12 classroom activities that can be used to help students identify their stereotypic beliefs and prejudices, the sources of those beliefs and attitudes, and the behaviors that stem from them.
  - <http://teachpsych.org/otrp/resources/index.php>
- Woolf, L. M. & Hulsizer, M. R. (2004). Hate groups for dummies: How to build a successful hate group. *Humanity and Society*, 28, 40-62.
  - <http://faculty.webster.edu/woolfm/HateDummies.pdf>



# Are You Prepared?

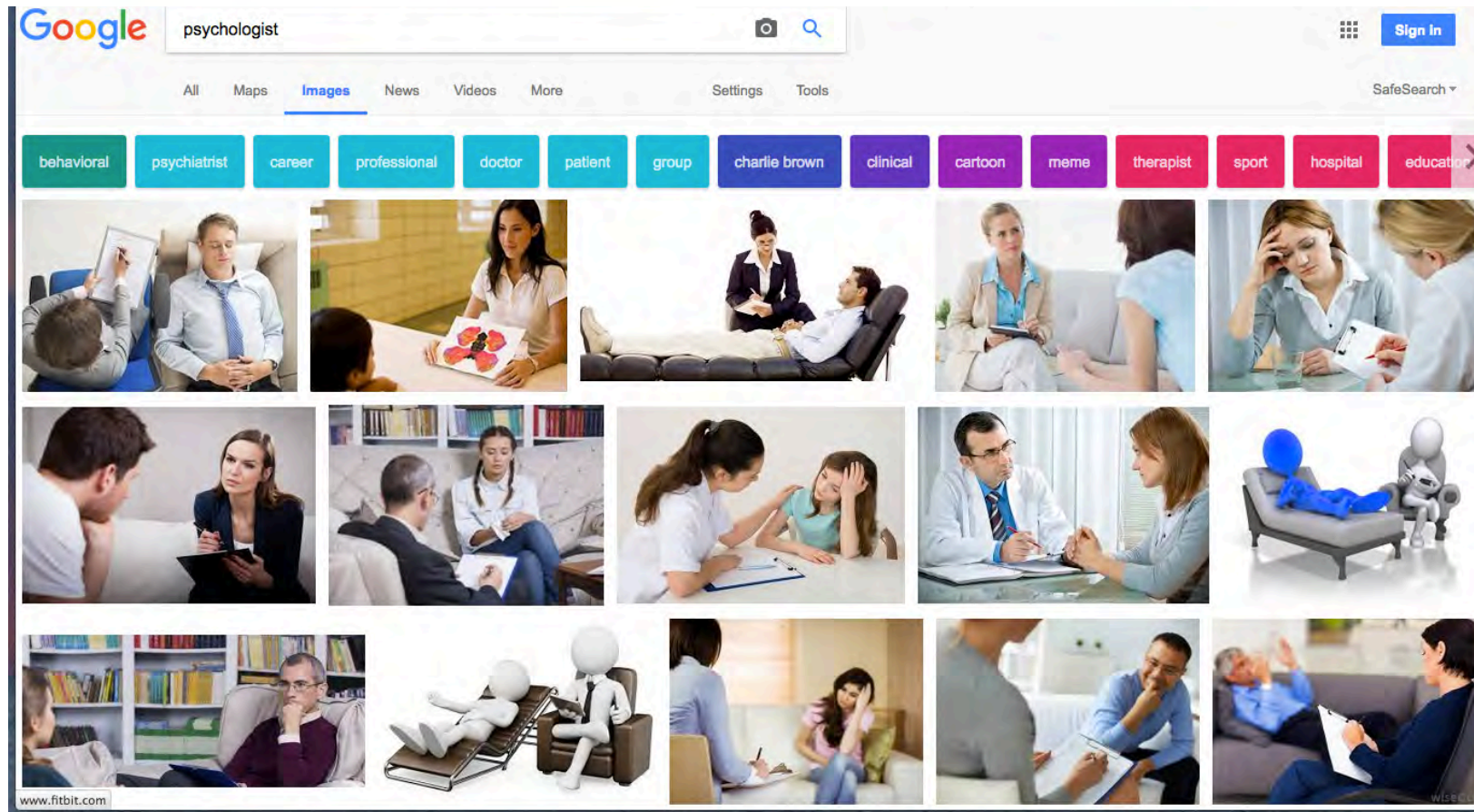
- APA Summit on High School Psychology Education: Diversity Strand
- **Draft:** *Considering Diversity: A Self-Reflection Tool for all Psychology Teachers*
  - Self
  - Students & Classroom
  - Curriculum & Instruction
  - School

# Self – Sample Items

- Do I have a clear sense of my own ethnic, religious, racial, gender, sexual orientation, socioeconomic and other identities?
- Am I aware of the assumptions that I hold about people of cultures and groups different from my own?
- Am I aware of how my identity and cultural perspective influence my judgment about what are "appropriate," "normal," or "superior" behaviors, values, and communication styles?
- Do I recognize and understand that there is diversity both between groups and within groups of the same gender identity, race, ethnicity, sexual orientation, socioeconomic status, etc.?

# My Curriculum & Instruction – Sample Items

- Are my classroom materials inclusive, diverse, and non-stereotypical? Such as:
  - Images and visual displays in the classroom (e.g., powerpoint, posters)
  - Textbooks and readings
  - Resources
  - Names and examples in handouts and assessments
  - Works of diverse psychologists



Underrepresentation – Do our students find our profession welcome and included? A Google image search for “psychologist.” Not a lot of visible diversity.



Indeed, images for “Lucy” and Hillary Clinton appear before one see’s any diversity in the profession.

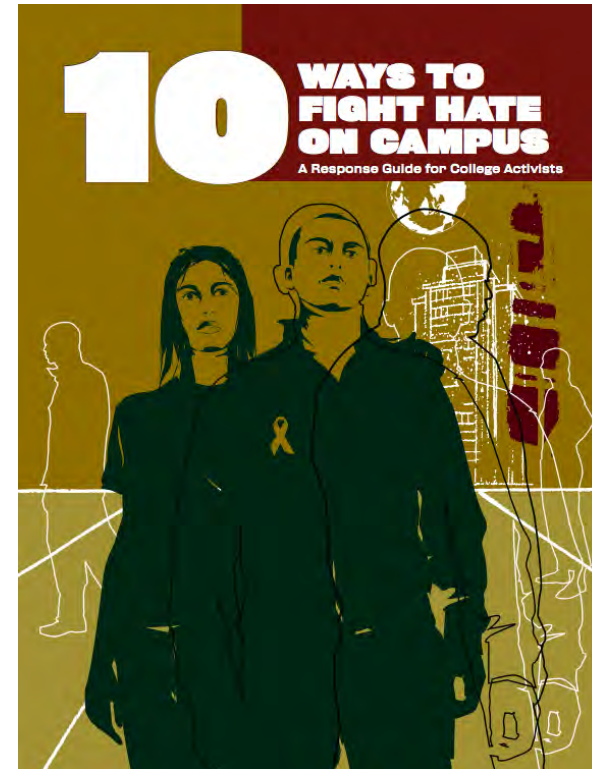
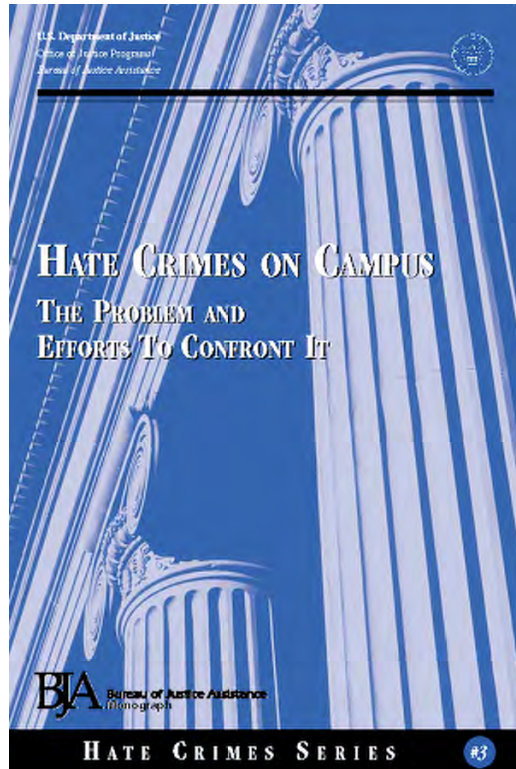


What do practicing psychologists do?



Psychologists of color are often alone in the images. What message does this send to students?

# Additional Activities & Sources



[www.ncjrs.gov/pdffiles1/bja/187249.pdf](http://www.ncjrs.gov/pdffiles1/bja/187249.pdf)

[http://www.hsc.edu/Documents/StudentLife/Ten\\_Ways\\_Campus.pdf](http://www.hsc.edu/Documents/StudentLife/Ten_Ways_Campus.pdf)

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# Additional Activities & Sources

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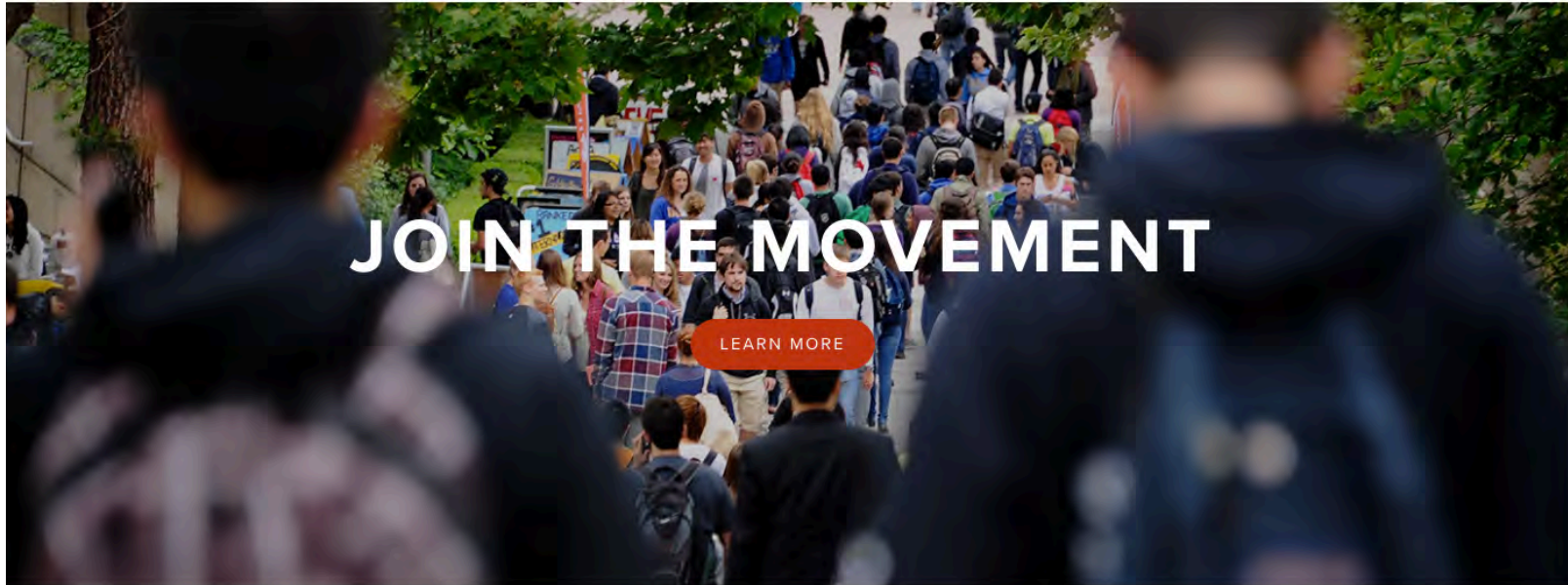
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