CHAPTER 14: LOVE AND HATE

This innovative chapter is a student favorite, as it moves from serial killers and hate to love and attraction. It also serves to reinforce and elaborate on the framework of various perspectives on personality. This chapter makes it clear that there is no simple, single explanation for personalities that love and personalities that hate—but we do know a lot.

As with other chapters in this book, this chapter shows the wider importance of studying personality, and gives many applications to daily life.

Possible Lecture Outline

1. The personality of hate: How can we explain hate?
	1. Biological explanations
		1. Ethological explanations
			1. Hatred is innate because aggressive behavior was adaptive in our evolutionary history.
			2. Natural aggression may build over time, and then becomes distorted and inappropriately expressed (e.g., Hitler).
			3. Not very good at explaining individual and cross-cultural variations in aggression; ethological explanations have generally proved ineffective
		2. Brain disorders
			1. Aggression and hatred may be prompted by abnormalities in neurotransmitter function (serotonin and dopamine).
			2. Aggression may be drug-induced (e.g., amphetamines, alcohol).
		3. Gene-environment interactions (as well as effects of each separately)
	2. Psychoanalytic and neo-analytic approaches
		1. Freud’s “thanatos”: the drive toward death and self-destructive behavior which is unacceptable and therefore is projected or displaced
			1. Example: antisocial personality disorder
		2. Jung’s “shadow” archetype embodies primitive aggressive instincts; personality characteristics (such as thinking/extroverted) and certain complexes (such as a power complex) also help to explain hatred/aggression.
		3. Adler focused on early social experiences, especially rejection, which might lead one to see the world as hostile and to act accordingly.
			1. Ruling type of person: One who proceeds for his or her own gain without consideration of others
		4. Horney believed that when children feel unsafe, they protect themselves with “neurotic trends”—one of which is an aggressive personality.
		5. Erikson believed that failure to successfully negotiate any of three first ego crises might result in a hostile and hateful individual.
			1. Trust vs. mistrust
			2. Autonomy vs. shame and doubt
			3. Initiative vs. guilt
	3. Non-biological explanations of hate
		1. Fromm emphasized the cultural milieu and the person’s past experiences as sources of hostility and hatred.
			1. Our biology gives us a capacity for violence.
			2. Authoritarian personality type leads to hateful behaviors that can manifest as abusive actions.
			3. Negative relationships with parents can work to create hostility in later life.
			4. Most blame lies in our failure to find meaning in our increasingly advanced and impersonal society.
	4. Humanism
		1. Rogers believed that a lack of positive regard, especially from parents, results in negative emotions.
			1. Leads to incongruence between different versions of the self-concept—real self and perceived self
		2. Maslow argued that unmet safety needs resulted in a neurotic, passive-aggressive personality; the deficient environment causes the hatred.
	5. Hatred as a trait
		1. Cattell isolated source traits that, when present to an extreme degree, seem to characterize a killer.
		2. Eysenck describes psychoticism as including impulsivity, cruelty, tough-mindedness, and anti-social behavior.
		3. Feshbach saw anger as an emotional reaction that lead to aggression (altruism and empathy could counter aggression).
		4. Vengeful people have been found to be less forgiving, to be less satisfied with life, and to possess more negative feelings than forgiving people.
	6. Cognitive approaches
		1. How we understand the world determines our actions; if we perceive the world as hostile, we will lash out.
		2. Kelly described “cognitive simplicity, the characteristic of making only coarse distinctions among stimuli; hostility results when confronting the unexpected.
	7. Learning
		1. Skinner argues that we have no aggressive tendencies; environmental factors cause the aggressive or hateful behavior.
			1. Classical conditioning theory would call hateful emotions “conditioned responses.”
			2. Operant conditioning theory emphasizes environmental reinforcements (rewards) that shape aggression.
			3. Social learning theory incorporates the idea of learning hateful behavior through observation and modeling.
	8. Cultural differences in hatred
		1. There is evidence that there are a lot of inter-group differences in average level of hostility/aggression.
		2. There are similar differences in how much hostility/aggression is deemed socially acceptable.
2. The personality of love: How can we explain love?
	1. Evolutionary/Ethological explanations: love is innate because it was adaptive in our evolutionary history.
		1. Evolutionary psychologists attempt to explain the differences in “love” for males and females using an evolutionary perspective.
			1. Males look for evidence of a healthy mate who can conceive and bear healthy young.
			2. Females look for evidence of health and the ability to provide for herself and her offspring. Physical attractiveness is a factor, as it indicates that one is a suitable gene carrier.
		2. Are the observed differences due to gender roles? Cross-cultural studies suggest that this is not the case.
	2. Psychoanalytic and neo-analytic explanations for love
		1. Freud saw love as derived from sexual instincts; the strong feeling accompanying mature sexual attraction is “love.”
		2. Klein saw the importance of the mother-child relationship; it provides the pattern for future loves.
		3. Erikson saw mature love as developing in one’s early 20s, during the stage of intimacy vs. isolation; if one doesn’t have a true sense of identity at the outset, successful resolution of this stage is impossible.
		4. Shaver and associates described three styles of romantic attachment as modeled after childhood attachments:
			1. Secure lovers
			2. Avoidant lovers
			3. Anxious-ambivalent lovers
	3. Cognitive perspective
		1. The cognitive perspective has not been terribly productive in explaining love. It has attempted, with very little success, to create a classification scheme for love.
	4. Humanistic/existential perspective
		1. Those who have realized their potential are truly capable of love.
		2. Rogers said that children who learn to accept themselves are capable of true love.
		3. Maslow argued that love can pursued only when physiological and safety needs are satisfied.
			1. B-love (unselfish)
			2. D-love (selfish)
		4. Fromm saw love as one thing that actually makes us human; it’s the result of our striving for contact with others.
			1. Motherly, brotherly, immature, and erotic love types
			2. Love requires effort and experience—it is an art.
		5. May described five types of love, and believed that love and will are intertwined:
			1. Sex (lust)
			2. Eros (procreative love)
			3. Philia (brotherly love)
			4. Agape (devotion)
			5. Authentic love (combination of the previous four)
	5. Cultural differences in love: there is evidence that there are a lot of societal and cultural differences in the expression of love.
		1. Arranged marriages
		2. Attitudes toward premarital sex
	6. Loneliness: some characteristics of lonely people include difficulty trusting, difficulty talking about self, being less sociable, scoring low on extroversion, agreeableness, and emotional stability, and negative explanatory style
	7. Love gone wrong: violent or risky sexual behavior
		1. Risky behavior
			1. Extroverts and impulsive people are more sexually adventurous.
			2. Psychoticism has been linked to sexual risk-taking (in fact, this is a core component of psychoticism, according to Eysenck).
		2. Violent behavior
			1. Sexual aggression in males is predicted by various factors, including level of hostility toward women.
			2. The Attraction to Sexual Aggression Scale is somewhat successful in identifying men prone to sexual violence against women.

Classroom Activities, Discussion Topics, and Projects

1. Discuss whether or not individuals who have structural or chemical abnormalities in the brain which lead to violent behavior should be “excused.” If behavior is truly outside someone’s control, should he or she be held responsible for it? What should happen to people like this? What is fair? Ethical?

2. Have each student individually write down three to five instances from personal experience of events, objects, statements by other people, personal encounters, advertisements, etc. in which the student perceived a message that violence was a desirable or acceptable response. After the lists are finished, split the students into small groups to share their lists and to discuss the relative prevalence of violent versus nonviolent messages in contemporary society.

3. Discuss the issue of “quotas” for various types of disabilities. Who decides what a disability is? Who decides whether or not it interferes with the ability to perform a job well? What are the dangers inherent in not having any laws to protect those with disabilities? What are the inherent dangers in creating these types of laws?

4. Have small groups of students try to come up with well-known historical or fictional instances of relationships that exemplify each of Rollo May’s five types of love. Sources can include myths, fairytales, bible stories, classical literature, modern literature, movies, television, current events—any source familiar to the students. After giving them some time to come up with their lists, have each group share their examples with the class, describing why each example was selected.

5. Collect information about serial killers (information is widely available on the Internet, in the newspaper, and often on the news) and lead a discussion about the possible influences that might have led to their behaviors. For example, what traits characterize a serial killer (trait approach)? Are early life experiences and unresolved conflicts to blame for their behaviors (Freudian approach)? Perhaps aggressive behaviors were reinforced (learning approach)?

6. Ask students to propose components of a healthy, loving relationship with a significant other; examples may include friendship, trust, loyalty, attraction, etc. Discuss these contributors to a good relationship in terms of Maslow’s ideas about love. Are they describing D-love or B-love?

7. If you have not already done so in conjunction with Chapter 4, this chapter provides a good lead-in to a discussion about Erik Erikson and psychosocial development. Most students will be experiencing Erikson’s fifth or sixth stage of development and are dealing with issues of identity and the formation of secure, romantic relationships. Describe Erikson’s eight stages, placing a special emphasis on the fifth and sixth stages. Ask students to think about why Erikson referred to these eight stages as crises. Is the formation of a secure, intimate relationship necessary for healthy development? How do societal expectations influence our desire to deal with the issues Erikson described in his stage theory?

8. Following up on the issues raised in the “Sharpen Your Thinking” box in this chapter, have students describe what they see as the difference between altruistic self-sacrifice (for example, a soldier eagerly going to the front lines to defend his or her unit against the enemy) and the actions of a suicide bomber. Are the differences motivational, cultural, or organizational? Is there a bright line that divides the two situations?

Recommended Outside Readings

Douglas, J. E. & M. Olshaker, Eds. (1995). *Mindhunter: Inside the FBI’s elite serial crime unit* (J. Douglas). New York: Scribner.

Flannery, D. J., Vazsonyi, A. T., & Waldman, I. D. (Eds.). (2007). *The Cambridge handbook of violent behavior and aggression*. Oxford, UK: Cambridge University Press.

Fromm, E. (1956). *The art of loving*. New York: Harper & Row.

Fromm, E. (1973). *The anatomy of human destructiveness*. New York: Fawcett Crest.

Herrnstein, R. J., & Murray, C. (1994). *The bell curve: Intelligence and class structure in American life*. New York: Free Press.

Lifton, R. J. (1986). *The Nazi doctors: Medical killing and the psychology of genocide*. New York: Basic Books.

Murray, H. A. (1943). Analysis of the personality of Adolph Hitler, Donovan Nuremburg Archive, Cornell Law Library, http://www.lawschool.cornell.edu/library/donovan/hitler.

Peplau, L. A., & Perlman, D. (Eds.). (1982). *Loneliness: A sourcebook of current theory, research, and therapy*. New York: Wiley Interscience.

Silverberg, J., & Gray, J. P. (Eds.). (1992). *Aggression and peacefulness in humans and other primates*. New York: Oxford University Press.

Sternberg, R. J. (Ed.) (2005). *The psychology of hate*. Washington, D.C.: APA Books.

Films / Videos

*Beyond Hate*. (1991). 88 minutes. Insight Media: 800-233-9910. An exploration of the impact of hate on its victims, including interviews with Elie Wiesel, Jimmy Carter, Nadine Gordimer, Myrlie Evers, Nelson Mandela, and Nesse Godin, as well as with perpetrators of hate crimes. The program then examines groups that grapple with hate.

*The Hillside Strangler*. 60 minutes. (2004) 98 minutes. [http://www.amazon.com/Hillside-Strangler-Unrated-Thomas-Howell/dp/B000FZEQC8/ref=sr\_1\_cc\_2?s=aps&ie=UTF8&qid=1443895079&sr=1-2-catcorr&keywords=hillside+strangler](http://www.amazon.com/Hillside-Strangler-Unrated-Thomas-Howell/dp/B000FZEQC8/ref%3Dsr_1_cc_2?s=aps&ie=UTF8&qid=1443895079&sr=1-2-catcorr&keywords=hillside+strangler) . Libraries holding this title can be found at <http://www.worldcat.org/title/hillside-strangler/oclc/57015107>. A dramatization that depicts the life of Kenneth Bianchi, a notorious serial killer.

*Faces of the Enemy*. (1987). 57 minutes. California Newsreel: 877-811-7495; [www.newsreel.org](http://www.newsreel.org). A description of the effects of dehumanizing one’s enemies.

*The Familiar Face of Love*. (1990). 47 minutes. Filmmaker’s Library: 212-808-4980. Looks at how we choose mates and why. Illustrates that falling in love is not just a chance happening.

*Hitler and Stalin: Roots of Evil*. (2002). <http://www.amazon.com/Hitler-Stalin-Roots-Evil-Stalin-Roots/dp/B00366BBOO>. Libraries holding this title can be found at <http://www.worldcat.org/oclc/609435901>. Based on psychological and medical studies, examines the minds of two of the 20th century’s most brutal dictators and mass murderers. It explores the paranoia, suspiciousness, sadism and lack of empathy inherent in these leaders and features interviews with Martin Bormann’s son and Hitler’s butler.

*The Mask of Madness*. (1997). 60 minutes. [http://documentaryaddict.com/the+mask+of+madness-10851-doc.html](http://documentaryaddict.com/the%2Bmask%2Bof%2Bmadness-10851-doc.html). Libraries holding this title can be found at <http://www.worldcat.org/oclc/741357743>. Further exploration of Bianchi and his multiple-personality defense.

*Mind of a Murderer.* BBC Production. 60 minutes. Libraries holding this title can be found at <http://www.worldcat.org/oclc/55731220>. Documents the Los Angeles trial of Kenneth Bianchi, commonly known as the Hillside Strangler, through still photographs, news footage, courtroom action, and interviews with those involved in the case. Focuses on psychiatric evidence concerning Bianchi's sanity.

*Origins of Human Aggression*. (2005). 50 minutes. Insight Media: 800-233-9910; [www.insight-media.com](http://www.insight-media.com). Examining research on early childhood aggression, this program discusses the biological, environmental, and psychological reasons that human beings resort to violence as young children. It questions whether aggression is a learned or innate behavior.

*Rage: A Social Analysis*. (2004). 48 minutes. Insight Media: 800-233-9910; [www.insight-media.com](http://www.insight-media.com). Discusses the social and the emotional aspects of rage, with a focus on how the modern world includes pressures that induce rage.

*Rage to Revenge: The Science of Violence*. (2000). 53 minutes. Libraries holding this title can be found at <http://www.worldcat.org/oclc/63689376>. An exploration of the sources of violence, hate, and hostility among people.

*Schindler’s List*. (1993). 197 minutes. MCA/Universal Pictures. Tells the story of how Oskar Schindler, a member of the Nazi party, saved more than 1,000 Jews from slaughter during WWII by employing them in his factory. Provides a good conversation starter on the topic of hate and whether, in fact, the propensity to hate is a personality characteristic or whether hateful acts are merely a result of environmental pressures.

*Strange Relations*. (1992). 60 minutes. PBS. <http://www.amazon.com/Millennium-Tribal-Wisdom-Strange-Relations/dp/6302502608>. (No longer in commercial distribution, but occasionally broadcast on television, and available used.) Libraries holding this title can be found at <http://www.worldcat.org/title/strange-relations/oclc/25906410>. This video is part two of the series Millennium: Tribal Wisdom and the Modern World, and explores the diversity of marital relationships across different cultures.

*The Wave*. (1984). 46 minutes. <http://www.amazon.com/The-Wave-Bruce-Davison/dp/B00132XZNI> and <https://www.amazon.com/gp/video/detail/B001688AVG>. Libraries holding this title can be found at <http://www.worldcat.org/oclc/227160711>. Shows a classroom experiment in which the teacher creates a “Reich” to show how ordinary German people could have been drawn into the horrors of the Nazi regime.