IS HATE A DISTINCT EMOTION?

By

ASHLEY GOODVIN

A thesis submitted to the

Graduate School-Camden

Rutgers, The State University of New Jersey

In partial fulfillment of the requirements

For the degree of Master of Arts

Graduate Program in Psychology

Written under the direction of

Ira Roseman

And approved by

_____
Ira Roseman, PhD, Thesis Director

_____
Dan Hart, PhD, Committee Member

_____
Kristin August, PhD, Committee Member

Camden, New Jersey

May 2019

THESIS ABSTRACT

Is Hate a Distinct Emotion?

By: ASHLEY GOODVIN

Thesis Director:
Ira Roseman

This study aimed to discover if the responses of hate are derived from the responses of anger, contempt, or dislike, or if hate is a distinct emotion characterized by its own responses. As part of a study on interpersonal negative emotions, participants were recruited online from an urban, East coast U.S state university and from Amazon Mechanical Turk (MTurk). They were asked to describe an experience of hate, anger, dislike or contempt, and fill out questionnaire items assessing the presence of the 38 hypothesized responses. Contrast t-tests, and hierarchical regressions found 13 hypothesized responses that may characterize hate as a distinct emotion. These findings may give researchers a better understanding of hate as an emotion in individuals, and future research can be done on instances of violence resulting from hate and how hate can potentially be averted.

Introduction

There are multiple theories on what characterizes the emotion of hate. Gordon Allport believed that hate stems from *extreme prejudices or dislike*. He believed that people don't feel remorse when they harm someone out of hatred because *they are certain it is the victim's fault* (Allport, 1954).

Aaron Beck and James Pretzer (2005) theorize that hatred comes from a reactive process in which there is a perceived threat to the person. The person then distorts their perception of the perpetrator through their own biases and polarized thinking. This distortion replaces the real perpetrator. The person experiencing hate will also have their own interpretation of the situation that will dictate their emotional reaction. They distort their perception of the situation based on the same biases and polarized thinking that distorted their perception of the perpetrator. If the person *believes they have been wronged in some-way intentionally*, they will *move to attack* in order to *hurt the perpetrator, if possible,* to make them *suffer*. If this *perceived threat is for an extended period of time* and the *other person is perceived as evil*, hatred will develop (Beck & Pretzer, 2005).

Roy Baumeister's theory is that there are four roots of evil and violence that form the basis of hatred. The first is ideological hate. This operates under the belief "my side is good and wholesome; the other side is my enemy and *is evil*". Because they consider the out group as being evil, the *violence begot from their hate is justified* and is a means towards *what they believe is the greater good* since the target of hatred *can't be changed*. People feeling hate then take action to *get rid of the threat* in some way. The second basis is the *desire for revenge because of an injustice*

or humiliation. The third basis is self-interest if denied a basic need or desired resource. People will resort to illegal or evil means if they believe the end goal is good and is in their best interest. The fourth is sadism and is less relevant to hate as an emotion and more to hate in a hate crime context. This is when repetition of the wrongdoing by the 'hater' makes the person adapt to violence and doing harm to the point they are not bothered by it anymore (Baumeister, 1997).

Susan Opotow's theory is that people will *turn to violence* when *morally justified.* This justification comes from the belief that *the other person can't be changed* and *can't be forgiven* (Opotow, 2005).

Robert Sternberg's Triangular Theory on the structure of hate states that hate experiences have different varieties that include *perceiving the other person as sub-human,* perceiving the other person as *a threat* and *something must be done to reduce or eliminate* the threat, and feeling the need to *annihilate their enemy* (Sternberg, 2005).

To date there is no consensus amongst researchers on what the distinct and consistent responses of hate are in each antecedent and response category. In a study of hate in marital relationships done by Julie Fitness and Garth Fletcher, anger and hate were focused on, and they found that hate was often preceded by the perception of being badly treated or humiliated by their partner (Fitness & Fletcher, 1993). This finding is the basis for the hypothesis that hate is *caused by humiliation*.

While hate and anger do share many characteristics, there are still responses of hate that are not characteristic of anger. Subjects feeling hate in marital relations tended to feel like they had more less control of the situation, *stop attempting to resolve or*

change the person or situation, and have the *desire to escape the situation*. Subjects feeling anger, on the other hand, tended to feel like they had more control over the situation, had the desire to stay and express their anger in an attempt to resolve the situation, and would yell and throw things (Fitness & Fletcher, 1993). This shows that *while hate may be similar to anger, it also has characteristics that are associated with contempt* such as thinking that it was a trait of the other person that was causing the problem, and withdrawing from the situation by giving less attention to the person or ignoring them (Bell, 2013). However, contempt was not measured in the Fitness and Fletcher study and was not compared to hate or anger. Therefore, we have included contempt as a manipulated variable in this study to examine whether its characteristics are distinct from those of hatred.

It is the aim of this study to determine what the eliciting events, antecedent appraisals, phenomenology, expression, action tendency, action, and emotivational goal (Roseman, Wiest, & Swartz, 1994) responses are for the emotion of hate, in contrast to anger, dislike, and contempt. It is hypothesized that the responses of hate are a combination of the characteristics of anger and contempt. A full breakdown of the 38 hypothesized responses of hate can be seen in Table 1. Because of the large number of hypotheses being studied, this study is exploratory. It is hypothesized that in order for hate to be considered a discrete emotion, it should have *at least one* response in each characteristic category (phenomenological, expression, action tendency, action, eliciting events, antecedent appraisals, and emotivational goal) that is more typical of hate responses than of anger, contempt, or dislike.

The hypothesized responses of hate in this study have been selected based on existing

theories of hate. Many of the characteristics have been observed individually in different studies regarding hate and are therefore plausible. However, researchers have yet to distinguish the responses of hate that are not characteristics of anger and that are consistent across most instances of hate. There are few studies on how hate and contempt compare as most laypeople and researchers define hate as stronger and longer lasting anger (Sternberg, 2005). However, since a number of responses of hate may not be present in anger, such as wanting someone to suffer, the remaining characteristics are uncertain. There are also no existing data for what characteristics are consistent for hate in individuals within the general population. Previous research has focused on hate in specific contexts such as hate group violence and hate within a war setting (Glaser, Dixit, & Green, 2002; McDevitt, Levin, & Bennett, 2002: Stephan et al., 2002) and hate in marital or work relationships (Fitness & Fletcher, 1993; Fitness, 2000), but not on hate as a basic emotion within individuals.

This research could lead to a better understanding of what characterizes hate and can promote further research that could enable clinicians to identify certain characteristics and appraisal patterns that are specific to hate. If this were possible, clinicians could then intervene before hate-based violent crime is committed. This could be especially important for populations with issues regarding emotion regulation (e.g. Borderline Personality Disorder). Clinicians might theoretically be able to identify and then work with their patients on converting distorted appraisals that lead to hate and hate crime.

Table 1: Hypothesized Hate Characteristics

Eliciting Event	Antecedent Appraisal	Phenomenological	Expression	Action Tendency	Action	Emotivational Goal
Caused by something that keeps happening again and again	Caused by thinking that I have to accept something[a]	Thinking that another person is evil	Feeling your teeth grinding against each other[b]	Feeling like encouraging other people to attack someone	Fantasizing about bad things happening to another person	Wanting another person to suffer
Caused by perceiving another person as exploiting me or someone I care about	Caused by thinking there is nothing I could ever do to influence someone[a]	Not thinking that someone has some good qualities	Feeling your eyes narrowing when looking at another person		Having pleasant thoughts about possible actions that you might take against someone in the future[b]	Wanting someone out of your life
Caused by feeling humiliated by someone	Feeling like you have no control over what is happening with regard to this situation[a]	Thinking that another person has a bad character	Feeling your upper lip raised[c]		Preparing to take action against someone	Wanting to get rid of someone
Caused by perceiving that something will influence all situations in my life	Caused by thinking that you not at all did still have the potential to influence the situation[a]	Thinking that another person is immoral[c]			Looking for an opportunity to take action against someone	Wanting to eliminate someone as a source of threat
Caused by something that could never be corrected or avenged[a]	Caused by thinking that there will never be anything I can do about this situation[a]	Thinking that someone cannot be changed				Wanting to hurt someone in some way[b]
Caused by believing that something has made things worse[d]	Caused by thinking that something is very much unwanted by me[d]	Thinking that someone is harming you or harming a person you care about[b]				
	Caused by thinking that an event or situation was caused by someone other than myself[d]	Thinking that someone has undesirable qualities[a,c]				
	Caused by believing that what produced this situation is something unchanging	Thinking repeatedly about what someone was doing				
	Caused by thinking that someone was intentionally harming me or a person I care about	Thinking you would justified in attacking someone				
		Thinking that you could never forgive someone				

[a]hypothesized as characteristic of hate and dislike.
[b]hypothesized as characteristic of hate and anger.
[c]hypothesized as characteristic of hate and contempt.
[d]hypothesized as characteristic of hate, dislike, anger, and contempt.

Method

This research is part of a larger study being conducted by Ira Roseman to attempt to differentiate anger, contempt, dislike, and hatred for which data have already been collected. In a between-subjects design, participants were randomly assigned to recall one of the four emotions being studied (hate, anger, dislike, and contempt), and given a questionnaire (see Appendix A). Part one of Section 2a of the questionnaire asked the participants to choose a current experience in which they feel their assigned emotion rather than any other emotion toward someone other than themselves, such as a family member, romantic partner, friend, acquaintance, or coworker. In an attempt to get participants to experience their emotion as fully as possible, they were then asked to write the person's initials or some type of reminder of who the person is and to explain why they feel the target emotion rather than other emotions. Participants were asked to write down a title that reminds them why they are feeling their target emotion rather than other emotions. If participants did not have a current experience in which they are feeling the target emotion rather than any other emotion, they were redirected to the same questionnaire worded in the past tense. In this version of the questionnaire, participants were asked to choose an experience involving only their target emotion once again, but this time with a prior experience. If once again participants were unable to produce an emotion experience, they were redirected to a fallback questionnaire in which participants recall any anger experience to continue filling out the questions. This was done on the hypothesis that anger is an emotion experience that happens more often and therefore more experiences would be available to recount (Wallbott & Scherer, 1986). Data collected from this group that meets exclusion criterion were categorized

with the anger experience responses. At the top of the first page of each questionnaire we included a note giving our operational definition of the word contempt ("the feeling of regarding someone as inferior, disgraceful, or worthless") due to many English speakers not knowing the meaning of contempt (Ekman & Matsumoto, 2004).

Participants

Participants were students recruited from an urban East coast university as well as from Amazon Mechanical Turk (MTurk). We had 354 participants take the questionnaire with 65 student participants and 289 MTurk participants. Recruited participants were excluded if they were under the age of 18, were not a native English speaker, or rated another emotion in the study as being more present in their emotion experience than their assigned target emotion. After exclusions, this study had a sample size of 128 participants with 7 student participants (2 male, 3 female, 2 other) and 121 MTurk participants (63 male, 58 female). Participants were randomly assigned to recall either hate, anger, dislike or contempt. MTurk participants were used in order to have access to a larger sample size in a short amount of time as well as to have a more diverse sample (Buhrmester, Kwang, & Gosling, 2011). Students were used in addition to participants from MTurk to enable some participants to be given instructions in person. This limited the risk of setting-based confounds such as watching television while taking the questionnaire and the participant not being able to ask clarifying questions. Students were compensated with credit toward a course participation requirement and MTurk participants were paid $7.50 each. Participants were given a detailed informed consent sheet to sign before completion of the questionnaire. This study had no more than minimal risk as participants were free to choose which

experience they wished to describe. Previous research has utilized similar measures as this study and have shown no more than minimal risks with their subjects (Fitness & Fletcher, 1993; Roseman, Weist, & Swartz, 1994).

Participants were asked to recall experiences in which they felt hate, anger, dislike, or contempt. It is possible that some participants had their mood and emotions altered as a result of recalling upsetting events. To counter this, once the study's questionnaire was completed, participants took an additional questionnaire in which they were instructed to recall a time in which they experienced joy and answer questions similar to the manipulated emotion questionnaire but were representative of joy responses. This was to negate any negative mood or emotion alteration that may have occurred during the manipulation.

Participants were told that participation was completely voluntary and that they may choose to quit the experiment at any time without penalty. Data collected from participants were anonymous and participants were given codes in lieu of personal identifying information.

Eliciting Event and Appraisal Antecedents

In part two, participants were asked to describe what is happening that is leading them to feel their target emotion rather than any other emotion toward someone. Part three specifically looked at the direct cause of the participant's target emotion. They were asked to write out what in their experience is directly causing them to feel their target emotion rather than any other emotion. We included a note stating that the word "someone" in the questions to follow refers to the person toward whom they said they are feeling their target emotion. We also included a note asking participants to answer

the following questions based only on what is leading them to feel their target emotion. They were then asked to answer questions on a scale of 1 to 9 that assess the eliciting event responses and appraisal responses of the emotion they recalled. For example, one question has the nine-point scale with 1 being "My [emotion] is caused by something that happened once" and 9 being "My [emotion] is caused by something that keeps happening again and again". All the eliciting event and appraisal questions were presented on a 9 point likert scale because most are bipolar appraisal dimensions. In contrast, most questions about response characteristics were unipolar, measuring how much each characteristic is present. We put them in separate sections because we did not want to confuse participants by intermixing different scales.

Phenemonology, Expression, Action Tendency, and Action Responses

Part four of the questionnaire started with an explanation that the purpose of the following questions was to learn about their experience of their target emotion rather that other reactions they may also be having in that moment. Participants were then asked to take a minute to focus on the feelings, thoughts, and physical sensations of their target emotions and how it is making them feel like reacting. After then asking participants to concentrate on their emotion and live it as deeply and vividly as possible, they were instructed to write in their own words the feeling of their emotion as they are experiencing it, what its making them picture in their mind, and what it is making them think. The next set of questions in part four focused on the responses of phenomenology and all questions in this set are on a scale of 1 to 5 with 1 being "not at all" and 5 being "very much". The rest of part four of the questionnaire was structured the same way with the rest of the emotion property groups. Each set started with the open-ended questions

asking participants to describe: the physical sensations they were feeling; what they feel like doing (i.e., action tendencies); what they are actually doing as part of their experience (i.e., action characteristics); what their emotion is making them want (i.e., emotivational goals); followed by a corresponding set of closed-ended questions, with response options on a scale of 1 to 5 with 1 being "not at all" and 5 being "very much". Immediately after the open-ended question about action responses, participants were asked to rate (on the same 1 to 5 scale) 'to what extent what they've actually done during their emotion experience is part of their emotion' and 'to what extent is what they've actually done during their emotion experience is a way of trying to control their emotional response'.

Manipulation Check, Emotion Ratings, Positive Mood Restoration, and Demographics

The last section of part four and all of part five were comprised of manipulation check questions, emotion intensity rating questions, control questions about the experience the participants described, a joy questionnaire, and demographic questions. Participants were asked to compare the extent to which they were feeling their target emotion to each of the remaining three emotions we were studying and to then explain their answer in space provided. This was done in order to assess if they are feeling their target emotion strongest rather than the other manipulated emotions in the study. These questions were on a scale of 1 to 9 with 1 being the target emotion felt strongest and 9 being one of the three remaining emotion variables studied (e.g. "I feel hatred very much more than contempt" vs. "I feel contempt very much more than hatred").

Participants were next asked to rate on a scale of 1 to 9, with 1 being "not at all" and 9 being "very intensely" how intensely each emotion in a list is part of their target

emotion experience. This was done in order to assess emotion-specific variance in particular responses. The list of emotions was comprised of (in the example of the hate condition): hate, joy, sadness, regret, relief, fear, pride, hope, anger, contempt (disrespect) toward someone, guilt, frustration, shame, disgust, surprise, distress, affection toward someone, dislike (but not anger or contempt) toward someone, and physical pain. This list of emotions was chosen to encompass the spectrum of emotions as well as to include one non-emotional feeling state (physical pain) for comparison. Participants were then instructed to choose one word or phrase from the same list that best describes the emotion they are feeling in their emotion experience and write it down. These control questions were used to test predictions about the extent to which the recorded intensity of hate, anger, contempt, and dislike predicted each antecedent and response characteristic.

In order to assess whether the participant had the same understanding of their target emotion as the study intended, they were asked to describe their meaning of the emotion term. To assess the likelihood of recall errors, several questions were asked concerning how difficult it was to recall the event and how long ago the experience being recalled was. A short joy questionnaire was then completed to put participants back into a positive emotional state and then demographic information at the end of the questionnaire asked for gender and native language.

Reliability and Validity

The method in which the variable characteristics were measured has been used by Roseman, Wiest, and Swartz in their 1994 study that has been widely cited. They followed the same format of recalling an event, describing the event and emotion in

open-ended questions, and then answering closed-ended questions on a scale. Validity

was established through convergent validation. Question items reflecting each of the

hypothesized responses were formed both by conducting a manipulation check with

pilot tests (in-person student participants were given question items to determine which

had the ability to measure the hypothesized characteristics) and by use of the same or

similar question items used in prior research (e.g. thinking you have the potential to

influence; Tracy & Robins, 2006). Discriminant validity was established by including

questions that reflect hypothesized characteristics of the other emotions we were

studying.

In-Person Procedure

In-person participants were given the questionnaire both individually and in

groups on a computer in an assigned lab or classroom with computers. When

participants arrived, they were instructed to sit at a pre-prepared computer station with

cardboard blinders that wrap around the computer screen for privacy and a paper over

the keyboard asking the participant to wait for instructions. When the session began,

the experimenter explained that the questionnaire will take close to the full hour but not

to rush. This was done in an attempt to reduce the likelihood of testing fatigue or

careless responding. Participants were also instructed to work on something quietly

until the end of the session if they finish early. This was done in an attempt to stop

early finishers from distracting or influencing other participants. At the end of the

session, there was a debriefing that included asking if there were any questions or

comments about the questionnaire or study.

MTurk Procedure

MTurk participants were given the questionnaire online through the Amazon Mechanical Turk website where we had posted a Human Intelligence Task (HIT) describing the study as remembering, thinking of, and experiencing events in your life that have caused you to feel intense emotions, and then carefully answering questions about what you have felt, thought, felt like doing, did, and wanted in those experiences. Participants were eligible to take the survey if they had more than 50 HITs approved, an approval rating of 99% or higher, were at least 18 years old, a native English speaker, and reside within the United States. The eligibility criteria were used in order to ensure high-quality responses from participants. The HIT also advised potential participants that the survey is only available on laptop or desktop computers, the complete survey is approximately an hour long, and it is required that the survey is completed without taking any breaks. This was done in order to ensure that participants were reliving their emotion experience as vividly as possible and weren't distracted. Participants were paid $7.50 for fully completing the survey.

Results

Data Analysis

The data were analyzed using a MANOVA, ANOVAs, *t*-tests, and hierarchal regressions. The MANOVA tested if there were differences in antecedents and responses between contempt, anger, dislike, and hate across responses. Separate ANOVAs were performed on each antecedent and response (dependent variable). Contrast *t*-tests were also conducted to assess whether for each response, the predicted emotion mean (e.g., the mean for hate) was higher than the means for other emotions. Hierarchal regressions were used to test if the hypothesized responses for hate covary

most with the rated intensity of hatred across emotion experiences, taking into account the rated intensity of anger, contempt, and dislike and the correlations among them. Based on a personal communication on 11/16/18 from Dr. Paul Jose (author of *Doing Statistical Mediation and Moderation*), a hierarchical regression was run on each hypothesized hate response, with hate entered on the second step (after anger, contempt, and dislike on the first step). This was done in order to assess the *unique variance attributable to the intensity of hatred* (controlling for the intensities of the other 3 emotions). This was then compared to the unique variance attributable to each of the other 3 emotions, determined in a similar manner (i.e., by entering each of those emotions on step 2 of a hierarchical regression, controlling for the other 3 emotions). As even those experiences in which participants followed instructions often contained mixtures of the four emotions, this was deemed the best test of whether the hypothesized hate responses are more characteristic of hate than of other negative emotions. A hypothesized response is judged to be characteristic of hate if the change in regression weight (change in R^2, after controlling for the other three emotions) is significant for that response and it is higher for hate than the change in R^2 for any other emotion.

Significant Hate Hypotheses

There were 38 hypotheses in this study that were thought to be part of hate experiences specifically. Of those 38 hypotheses, 13 responses were significantly supported according to the hierarchical regressions. In each of these 13 cases, contrast *t*-tests showed that the mean for participants recalling hate experiences was also significantly higher than the mean for other emotions. Although we tested multiple

hypotheses from the literature specifying potential antecedents and responses of hate, it is notable that 9 of the 13 supported responses had a significant *p* value of less than .001. Tables 2 through 8 show the hypotheses for antecedents and responses for hatred that were and were not supported in the contrast tests and hierarchical regressions.

Of the six eliciting events hypothesized for hatred (Table 2), none had unique variance attributable to hatred (as shown by the absence of significant change in R^2 in the rightmost column). "Perceiving that something will influence all situations in my life" was significantly more present in experiences of Hate (as shown by the hatred contrast) but did not uniquely covary with the rated intensity of hate (as shown by the change in R^2 column). While rated highest in hate experiences, "very much caused by feeling humiliated by someone" covaried significantly with the rated intensity of anger and "very much caused by perceiving someone as exploiting me or a person I care about" covaried significantly with the rated intensity of contempt. Eliciting events not found to be significant for any of the emotion experiences were: "something that could never be corrected or avenged", "something that keeps happening again and again", and "believing that something has made things worse".

Table 3 shows the antecedent appraisal response found to be rated highest in experiences of hatred with significant variance attributable to hate was "thinking that someone was intentionally harming me or a person I care about". However, as shown in the first row of Table 3, in addition to its relationship with hatred, perceived intentional harm covaried even more with the rated intensity of anger, so this appraisal may not be unique to hatred. The contrast for the appraisal "thinking that there will never be anything I can do about this situation" was significant, but this item did not

Table 2: Eliciting Events

VARIABLE	Anger Mean	Contempt Mean	Dislike Mean	Hatred Mean	Hatred Contrast	Anger Change in R^2 (Significance)	Contempt Change in R^2 (Significance)	Dislike Change in R^2 (Significance)	Hatred Change in R^2 (Significance)
(R)THSSIT 1= My [emotion] is caused by perceiving that something will influence only this particular situation 5= My [emotion] is caused by **perceiving that something will influence all situations in my life**	2.41	2.06	2.40	2.92	1.976*	.018 (.128)	.000 (.930)	.011 (.230)	.000 (.972)
FLHUML5 1=My [emotion] is not at all caused by feeling humiliated by someone 5=My [emotion] is **very much caused by feeling humiliated by someone**	3.09	2.76	2.30	3.86	3.639***	.088 (.000***)	.019 (.089)	.003 (.502)	.000 (.800)
EXPLTG5 1=My [emotion] is not at all caused by perceiving someone as exploiting me or a person I care about 5=My [emotion] is **very much caused by perceiving someone as exploiting me or a person I care about**	3.18	3.66	2.83	3.76	1.551	.000 (.905)	.047 (.013*)	.001 (.785)	.010 (.251)
(R)CRCTAV5 1=My [emotion] is caused by something that could one day be corrected or avenged 5=My [emotion] is **caused by something that could never be corrected or avenged**	2.74	2.60	2.46	2.68	.246	.018 (.136)	.003 (.571)	.015 (.173)	.028 (.062)
AGNAGN 1=My [emotion] is caused by something that happened once 5=My [emotion] is **caused by something that keeps happening again and again**	3.74	4.24	4.51	4.32	.588	.003 (.536)	.000 (.814)	.004 (.499)	.001 (.670)
MADWRS5 1=My [emotion] is caused by believing that something has improved things. 5=My [emotion] is **caused by believing that something has made things worse.**	4.38	4.34	4.03	4.44	1.070	.000 (.826)	.011 (.235)	.006 (.380)	.004 (.485)

have significant unique variance attributable to hate. The antecedent appraisal "thinking that I have to accept something" was found to only covary significantly with rated intensity of dislike. Antecedent appraisals that weren't found to have a significant change in R^2 for any of the emotion experiences were: "thinking there is nothing I could ever do to influence someone", "thinking that you not at all still have the potential to influence the situation", "thinking that something is very much unwanted by me", "very much caused by thinking

that an event or situation was caused by someone other than me", and "believing that what produced this situation is something unchanging".

Phenomenological responses found to covary significantly with the rated intensity of hate (Table 4) are "thinking someone is evil", "has no good qualities", and "cannot be changed". Participants recalling hatred experiences also "think someone is harming you or someone you care about", thought that they could "not forgive" the person, and would be "justified in attacking" them. Although rated highest in experiences of hatred, "thinking someone has a bad character", "is immoral", and "has undesirable qualities" had the largest significant unique variance attributable to contempt. Thinking "repeatedly about what someone was doing" was not found to be significantly part of any of the individual emotion experiences.

The only hypothesized action tendency response for Hate (Table 5), "feeling like encouraging other people to attack someone", was found to have unique variance attributable to hatred.

Table 6 shows the expression response with significant unique variance attributable to hate is "feeling your eyes narrowing when looking at someone". The response "feeling your teeth grinding against each other" covaried most with anger and "feeling your upper lip raised" was not significant for any of the emotion experiences.

Action responses found to covary significantly with the rated intensity of hate (Table 7) are "looking for an opportunity to take action against someone" and "fantasizing about bad things happening to someone". Not significant for any of the emotion experiences was the action response "preparing to take action against someone".

Table 3: Antecedent Appraisals

VARIABLE	Anger Mean	Contempt Mean	Dislike Mean	Hatred Mean	Hatred Contrast	Anger Change in R^2 (Significance)	Contempt Change in R^2 (Significance)	Dislike Change in R^2 (Significance)	Hatred Change in R^2 (Significance)
INTHRM5 1=My [emotion] is caused by thinking that someone was accidentally harming me or a person I care about 5=My [emotion] is **caused by thinking that someone was intentionally harming me or a person I care about**	3.64	3.60	2.94	4.84	9.630***	.101 (.001***)	.003 (.474)	.000 (.958)	.051 (.005**)
(R)NTACPT5 1=My [emotion] is caused by thinking that I do not or should not have to accept something 5=My [emotion] is **caused by thinking that I have to accept something**	2.92	2.65	4.09	2.96	-.460	.002 (.639)	.017 (.134)	.037 (.030*)	.004 (.468)
(R)HVCTRL To what extent do you **feel like you have control over what is happening with regard to this situation**? (extremely…**very slightly or not at all**)	4.35	4.11	4.17	4.48	1.384	.000 (.847)	.004 (.482)	.004 (.474)	.015 (.171)
EVNTDO5 1=My [emotion] is caused by thinking that there will eventually be something I can do about this situation 5=My [emotion] is **caused by thinking that there will never be anything I can do about this situation**	3.99	4.10	4.37	4.44	1.762*	.001 (.799)	.002 (.646)	.024 (.083)	.000 (.995)
(R)SICDDO5 1=My [emotion] is caused by thinking there is something I could eventually do to influence someone 5=My [emotion] is **caused by thinking there is nothing I could ever do to influence someone**	3.85	3.77	3.79	4.10	1.194	.000 (.911)	.000 (.835)	.002 (.646)	.002 (.586)
(R)PTLINF In this experience, how much does your [emo] involve **thinking that you did still have the potential to influence the situation**? (very much…**not at all**)	4.14	4.07	3.83	4.24	1.077	.000 (.908)	.005 (.414)	.001 (.680)	.005 (.442)
UNWANT5 1=My [emotion] is caused by thinking that something is very much wanted by me 5=My [emotion] is **caused by thinking that something is very much unwanted by me**	3.28	3.63	3.83	3.94	**1.**286	.011 (.234)	.004 (.486)	.010 (.265)	.003 (.559)
OTHER5 1=My [emotion] is not at all caused by thinking that an event or situation was caused by someone other than me 5=My [emotion] is **very much caused by thinking that an event or situation was caused by someone other than me**	4.32	4.56	4.03	4.48	**.777**	.001 (.792)	.015 (.165)	.007 (.359)	.001 (.666)
UNCHG5 1=My [emotion] is caused by believing that what produced this situation is something changeable 5=My [emotion] is **caused by believing that what produced this situation is something unchanging**	2.99	2.84	3.20	3.24	.704	.002 (.587)	.003 (.510)	.001 (.771)	.021 (.107)

Table 4: Phenomenological Responses

VARIABLE	Anger Mean	Contempt Mean	Dislike Mean	Hatred Mean	Hatred Contrast	Anger Change in R^2 (Significance)	Contempt Change in R^2 (Significance)	Dislike Change in R^2 (Significance)	Hatred Change in R^2 (Significance)
OEVIL In this experience, how much does your [emo] involve **thinking that someone is evil**?	2.35	2.48	1.66	4.00	6.015***	.001 (.755)	.021 (.052)	.004 (.413)	.120 **(.000***)**
(R)GDQUAL In this experience, how much does your [emo] involve **thinking that someone has no good qualities**?	4.38	4.48	3.91	4.76	3.466***	.003 (.526)	.002 (.591)	.000 (.865)	.045 **(.015*)**
ONTCHG In this experience, how much does your [emo] involve **thinking that someone cannot be changed**?	3.22	3.87	3.31	4.04	2.371*	.022 (.083)	.004 (.467)	.000 (.934)	.059 **(.006**)**
HARMME In this experience, how much does your [emo] involve **thinking that someone is harming you or harming a person you care about**?	3.32	3.10	2.57	4.24	3.939***	.020 (.094)	.000 (.846)	.001 (.765)	.031 **(.036*)**
(R)CDFRGV In this experience, how much does your [emo] involve **thinking that you could not forgive someone**?	4.23	4.42	3.69	4.72	3.617***	.004 (.482)	.021 (.089)	.013 (.175)	.043 **(.017*)**
JUSTFD In this experience, how much does your [emo] involve **thinking you would be justified in attacking someone**?	1.43	1.55	1.20	2.80	4.210***	.035 (.365)	.003 (.446)	.009 (.211)	.101 **(.000***)**
BDCHAR In this experience, how much does your [emo] involve **thinking that someone has a bad character**?	3.46	4.55	3.83	4.60	3.303***	.008 (.265)	.112 **(.000***)**	.038 (.013*)	.012 (.165)
IMMORL In this experience, how much does your [emo] involve **thinking that someone is immoral**?	2.24	3.03	2.00	3.92	4.322***	.000 (.987)	.052 **(.005**)**	.009 (.234)	.035 **(.021*)**
UNDQUA In this experience, how much does your [emo] involve **thinking that someone has undesirable qualities?**	3.57	4.58	3.91	4.52	2.385*	.002 (.567)	.074 **(.002**)**	.001 (.692)	.002 (.622)
THNKRP In this experience, how much does your [emo] involve **thinking repeatedly about what someone was doing**?	3.76	3.65	3.71	3.64	-.239	.011 (.254)	.003 (.575)	.000 (.830)	.004 (.507)

Table 5: Action Tendency Responses

VARIABLE	Anger Mean	Contempt Mean	Dislike Mean	Hatred Mean	Hatred Contrast	Anger Change in R^2 (Significance)	Contempt Change in R^2 (Significance)	Dislike Change in R^2 (Significance)	Hatred Change in R^2 (Significance)
ENCATK In this experience, how much does your [emo] involve **feeling like encouraging other people to attack someone**?	1.54	1.48	1.26	2.52	3.225**	.000 (.799)	.000 (.943)	.001 (.634)	.120 **(.000***)**

Table 6: Expression Responses

VARIABLE	Anger Mean	Contempt Mean	Dislike Mean	Hatred Mean	Hatred Contrast	Anger Change in R^2 (Significance)	Contempt Change in R^2 (Significance)	Dislike Change in R^2 (Significance)	Hatred Change in R^2 (Significance)
EYENRW In this experience, how much does your [emo] involve **feeling your eyes narrowing when looking at someone?**	2.84	2.71	2.74	3.84	3.430***	.004 (.424)	.031 (.212)	.002 (.571)	.028 (.046*)
TEETHC In this experience, how much does your [emo] involve **feeling your teeth grinding against each other?**	2.38	2.10	1.74	2.52	1.405	.035 (.033*)	.000 (.867)	.016 (.029*)	.003 (.502)
LIPRDS In this experience, how much does your [emo] involve **feeling your upper lip raised?**	1.89	1.77	1.97	2.00	.412	.004 (.489)	.031 (.744)	.000 (.951)	.001 (.754)

Table 7: Action Responses

VARIABLE	Anger Mean	Contempt Mean	Dislike Mean	Hatred Mean	Hatred Contrast	Anger Change in R^2 (Significance)	Contempt Change in R^2 (Significance)	Dislike Change in R^2 (Significance)	Hatred Change in R^2 (Significance)
OPACAG In this experience, how much does your [emo] involve **looking for an opportunity to take action against someone?**	2.14	2.19	1.46	2.52	1.914*	.001 (.694)	.000 (.883)	.046 (.009**)	.183 (.000***)
FNTSZB In this experience, how much does your [emo] involve **fantasizing about bad things happening to someone?**	1.86	2.10	1.34	3.28	4.815***	.003 (.476)	.012 (.144)	.003 (.486)	.121 (.000***)
PLAGNS In this experience, how much does your [emo] involve **having pleasant thoughts about possible actions that you might take against someone in the future**?	1.92	1.90	1.54	2.40	1.804*	.017 (.134)	.009 (.275)	.000 (.841)	.006 (.389)
PRPACT In this experience, how much does your [emo] involve **preparing to take action against someone?**	2.16	2.00	1.71	1.84	-.448	.019 (.124)	.000 (.803)	.000 (.994)	.001 (.675)

Participants recalling hatred experiences also "want someone to suffer" and "want to hurt someone in some way" as their emotivational goal (Table 8). The contrasts for the actions "having pleasant thoughts about possible actions that you might take against someone in the future" and "wanting to eliminate someone as a source of threat" were significant, but these items did not have significant unique variances attributable to hate. As shown in the third row of Table 8, in addition to its relationship with hatred, wanting someone out of your life covaried even more with the

rated intensity of contempt. The response "wanting to get rid of someone" had

significant unique variance attributable only to contempt.

Table 8: Emotivational Goal Responses

VARIABLE	Anger Mean	Contempt Mean	Dislike Mean	Hatred Mean	Hatred Contrast	Anger Change in R^2 (Significance)	Contempt Change in R^2 (Significance)	Dislike Change in R^2 (Significance)	Hatred Change in R^2 (Significance)
OSUFFR In this experience, how much does your [emo] involve **wanting someone to suffer?**	2.08	1.97	1.29	3.20	4.603***	.008 (.212)	.008 (.236)	.000 (.932)	.125 (.000***)
HRTSWY In this experience, how much does your [emo] involve **wanting to hurt someone in some way?**	1.86	1.61	1.49	3.20	4.328***	.007 (.282)	.002 (.604)	.000 (.947)	.113 (.000***)
OTOLIF In this experience, how much does your [emo] involve **wanting someone out of your life?**	3.14	4.29	3.46	4.56	4.442***	.004 (.396)	.073 (.001***)	.018 (.085)	.066 (.014*)
GTRDSO In this experience, how much does your [emo] involve **wanting to get rid of someone?**	2.62	3.35	2.54	3.36	1.451	.000 (.900)	.076 (.014**)	.007 (.312)	.029 (.241)
ELIMSO In this experience, how much does your [emo] involve **wanting to eliminate someone as a source of threat?**	2.03	2.23	1.57	2.60	1.972*	.008 (.302)	.000 (.816)	.002 (.606)	.018 (.123)

Other Characteristics Significant for Hate

During this study, we tested responses hypothesized to be part of anger, contempt,

and dislike emotion experiences in addition to those hypothesized to be part of hate

emotion experiences. It was seen that some of these characteristics were found to have

more significant unique variance associated with the rated intensity of hate. As shown in

Tables 9-11, there were 5 responses hypothesized for anger, 1 for contempt, and 1 for

dislike that were found to covary more significantly with hate intensity. Though

hypothesized as characteristic of anger, thinking that something was "undesirable and

unfair" was more uniquely associated with hatred intensity, as were the goals "to get back at someone" and "to make someone feel bad." Participants feeling hate had *no desire* to "restore good relations with someone eventually" and may take the action of "attacking someone either verbally or physically" such as "hitting someone". The intensity of hatred was also more uniquely associated with the hypothesized contempt characteristic of "perceiving someone as having little value to society' (Table 10). Participants recalling hatred experiences express their emotion by "turning away from someone" as was hypothesized for dislike (Table 11).

Table 9: Hypothesized for Anger but Found More Significant for Hate

VARIABLE	Anger Mean	Contempt Mean	Dislike Mean	Hatred Mean	Anger Change in R^2 (Significance)	Contempt Change in R^2 (Significance)	Dislike Change in R^2 (Significance)	Hatred Change in R^2 (Significance)
UNDUNF (Phenomenology) 1=My [emotion] is caused by thinking that what I am dealing with is undesirable 5=My [emotion] is caused by **thinking that what I am dealing with is undesirable and unfair**	4.19	3.71	3.56	4.72	.021 (.080)	.000 (.865)	.000 (.856)	.051 **(.006**)**
ATTACK (Action) In this experience, how much does your [emo] involve **feeling like attacking someone either verbally or physically?**	2.62	2.26	1.97	4.24	.041 **(.008**)**	.002 (.584)	.001 (.634)	.073 **(.000***)**
HITTNG (Action) In this experience, how much does your [emo] involve **feeling like hitting someone?**	2.14	2.03	1.69	3.52	.026 **(.041*)**	.001 (.677)	.000 (.786)	.069 **(.001***)**
GTBKAT (Emotivational goal) In this experience, how much does your [emo] involve **wanting to get back at someone?**	2.11	2.06	1.57	3.12	.002 (.542)	.002 (.617)	.005 (.356)	.110 **(.000***)**
MKFLBD (Emotivational goal) In this experience, how much does your [emo] involve **wanting to make someone feel bad?**	2.65	2.55	1.66	3.84	.014 (.140)	.013 (.153)	.003 (.494)	.067 **(.001***)**
RSTGDR (Emotivational goal) In this experience, how much does your [emo] involve **wanting to restore good relations with someone eventually?**	2.51	1.84	2.37	1.76	.029 **(.046*)**	.013 (.176)	.005 (.428)	.044 **(.015*)** *<neg. beta>*

Table 10: Hypothesized for Contempt but Found More Significant for Hate

VARIABLE	Anger Mean	Contempt Mean	Dislike Mean	Hatred Mean	Anger Change in R^2 (Significance)	Contempt Change in R^2 (Significance)	Dislike Change in R^2 (Significance)	Hatred Change in R^2 (Significance)
LVALU (Eliciting Event) 1=My [emotion] is not at all caused by perceiving someone as having little value to society 5=My [emotion] is **very much caused by perceiving someone as having little value to society**	1.97	3.02	2.00	2.78	.037 **(.019*)**	.043 **(.012*)**	.044 **(.011*)**	.055 **(.005**)**

Table 11: Hypothesized for Dislike but Found More Significant for Hate

VARIABLE	Anger Mean	Contempt Mean	Dislike Mean	Hatred Mean	Anger Change in R^2 (Significance)	Contempt Change in R^2 (Significance)	Dislike Change in R^2 (Significance)	Hatred Change in R^2 (Significance)
TRNAWY (Expression) In this experience, how much does your [emo] involve feeling yourself turning away from someone?	2.92	3.48	3.37	3.56	.024 (.079)	.000 (.868)	.000 (.829)	.040 (.025*)

Discussion

Overall, it seems that hate is a distinct emotion by the criteria of having distinct antecedents, distinct responses, and a distinct strategy or aims. Those that experience hate say that it is because they perceive someone as intentionally harming them or someone they care about (though this covaried even more with the rated intensity of anger), and think it is both undesirable and unfair. In their experience of hate, they report thinking that the other person is evil and has no good qualities, can't be changed, and cannot be forgiven. The person experiencing hate thinks they would be justified in attacking and looks for an opportunity to take action against the offending party, fantasizing about bad things happening to them. The person feeling hate reports feeling their eyes narrow when looking at the other person and feels like hitting and attacking the person, either verbally or physically, including encouraging other people to attack. In fact, the person experiencing hate wants to get back at the other person to hurt them in some way and make them feel bad; wants them to suffer.

It is possible that these characteristics of hate unfold following a temporal progression. The data gathered in this study suggest that there may be a distinct antecedent to hate emotion experiences (thinking that some event is both undesirable and unfair). As Beck and Pretzer (2005) have theorized, the event is appraised and then skewed based on polarized thinking and perceived threat. Whether or not it is true, the

event is viewed as intentional and harmful by the person about to experience hate. Because of the perception of intention, they may then start to judge the character of the other person (Baumeister, 1997; Sternberg, 2005). It's possible they already had the perception of the other person or group as having little value to society and is therefore blameworthy to begin with. Since the offending party is doing something undesirable and they are of 'less value to society than me', it's unfair and 'I don't deserve this' (cf. Baumeister, 1997).

Hate experiences also have distinct phenomenological characteristics (cf. Fischer, Halperin, Canetti, & Jasini, 2018). People experiencing hate think about the other person's qualities and what to do about their own situation. Because the other person is seen as having little value and is intentionally harming them, the person experiencing hate will skew their perception (Beck & Pretzer, 2005) of the other person as having no good qualities (Baumeister, 1997). While hate experiences and anger experiences share a lot of the same qualities (Fitness & Fletcher, 1993), it is at this point in the emotion experience that they seem to diverge into distinct emotions. In hate experiences, people will make a global negative evaluation of the other person, seeing them as evil (Baumeister, 1997). Because they are now thought of as evil with no good qualities and can't be changed, the person experiencing hate can't forgive them and is justified in attacking them (Opotow, 2005; Baumeister, 1997). A key difference at this point between hate experiences and anger experiences is the thought that the other person can't be changed and can't be forgiven. Most anger experiences include the thought that the person can indeed change (Fitness & Fletcher, 1993) and can be forgiven (see Fischer &

Roseman, 2007) because they do not have the global negative evaluation that may be necessary for hate experiences to begin.

People experiencing hate appear to have a distinct expression characteristic, which Ekman and Cordaro (2011) have theorized as being necessary for an emotion to be distinct. People experiencing hate differentially report feeling their eyes narrow when looking at the other person. They may also feel themselves turning away from the other person (Sternberg, 2005).

People experiencing hate had action tendencies and action characteristics that were distinct to hate. In hate experiences, people felt like encouraging others to attack the offending party. This is potentially to create an in-group / out-group scenario in order for the person to feel further validated in their actions towards the other person and to have strength in numbers (Billig & Tajfel, 1973; Brewer, 1979; Tajfel, 1970). It could also potentially be simply to maximize the pain inflicted toward the other person. Alone or in a group, the person experiencing hate wants to take action, even if they might not be able to or will not allow themselves to (self-moderation). They will fantasize about bad things happening to the other person and feel like hitting them or attacking them either verbally or physically (cf. Sternberg, 2005). Those who intend to go through with it look for the opportunity to take action. Those who do not intend to take action possibly are fantasizing these things instead of acting on them, not just from inability or self-moderation, but sometimes also from fear of societal reprisals because of how intense the fantasy is. They may or may not go through with it, but it is on their mind.

It is with the emotivational goal characteristics that hate appears to become a distinct emotion from anger, contempt, or dislike (cf. Fischer, Halperin, Canetti, and

Jasini, 2018). Many laypeople and some theorists would say that hate is an intense anger (especially since both emotion experiences share a number of key characteristics), but the results of this study indicate that their goals and aims are very different. While people experiencing anger seek confrontation in an effort to reach a resolution of some kind (Fitness & Fletcher, 1993), people experiencing hate do not think the person can be changed and therefore are no longer trying to seek a resolution or restore good relations (Opotow, 2005). People experiencing contempt want the other person to be excluded by themselves and everyone around them, and people experiencing dislike want to avoid the person altogether (Roseman, 2011). Since the overall perception of the offending party in hate experiences is now completely negative, the person believes the offending party will keep doing harm intentionally and therefore can't be forgiven (Opotow, 2005). People experiencing hate instead want to get back at the person in some way, such as hurting them or making them feel bad. Hate experiences could lead to a potentially violent end as our results indicated that the goal characteristic most predicted by hate intensity was wanting the other person to suffer (Sternberg, 2005).

Implications

To date, there is little existing data on hate as an interpersonal emotion within the general population. Most previous research has focused on hate in specific contexts, such as hate group violence, hate in war settings, and hate within marital and work relationships (Fitness & Fletcher, 1993; Glaser, Dixit, & Green, 2002; Halperin, 2008; McDevitt, Levin, & Bennett, 2002; Stephan et al., 2002). Moreover, as discussed above, some laypeople and some researchers believe that hate is a stronger, longer lasting version of anger.

It was the aim of this study to bridge this gap in our understanding of what hate is as an emotion in a generalizable context. Based on our findings, we have what could be a model of the formation of hate as a distinct emotion across generalizable contexts. However, more research needs to be done to test these ideas. If researchers can find support for common trends in dysfunctional appraisals of events, then it may be possible to identify preventative steps to reduce hate-based violence.

The data from this study showed that individuals experiencing hate had similar patterns of thought as has been reported in hate groups (Billig & Tajfel, 1973; Brewer, 1979; Tajfel, 1970). If clinicians can then catch these dysfunctional appraisals, they can work with their patients to prevent them from becoming dysfunctional trains of thought ('thought-tracks'). Therapists can therefore try to use techniques such as Cognitive Behavioral Therapy (CBT) before the patient's thinking becomes polarized and permanently skewed (Beck, 2011). Catching these dysfunctional 'thought-tracks' would allow clinicians to try and prevent or ameliorate the mental creation of "us vs them" perceptions and a globalized contempt for the person as is found in many hate experiences across contexts.

This is especially important in the context of race-based violence in America today; those people who had not planned on acting on their hate in the past may no longer fear societal reprisals and we may see an increase in hate crimes in America as a hatred-related mentality starts to permeate unchecked across the county. If clinicians can identify the dysfunctional trend in thinking, they can attempt to use CBT to change these 'thought-tracks' to eliminate "us vs them" perceptions and help to facilitate thinking that something can be done other than violence to resolve the issue.

This could be particularly important and effective for patients experiencing problems with emotion regulation such as those with Borderline Personality Disorder and Anxiety Disorders (Suveg, Jones, Davis, Jacob, Morelen, Thomassin, & Whitehead, 2018). Specialized CBT for hate could help these patients especially with catching their dysfunctional appraisals and automatic thoughts before they turn into dysfunctional actions.

This could be done by putting special emphasis on keeping a thought record of not just the automatic thoughts that occur as is done in current CBT therapies (Beck, 2011), but also recording the train of thoughts that occur afterwards. Once a dysfunctional appraisal or 'thought-track' is identified, clinicians could then work with patients to confront those thoughts and try to change them. For example, asking the patient if evidence shows conclusively that the target of their hate really has no good qualities and if there is anything at all that redeems the person, or asking if the target of the patient's hate really will never change or if there is still an opportunity for communication to resolve things rather than resorting to violence.

Limitations and Future Research

One limitation of this study was the use of a self-report survey. This method of data collection runs the risk of participants not recalling their emotion experience accurately and/or not sufficiently reliving their emotion experience. An example of this could be if participants misremember their facial expressions, such as their eyes narrowing. Future research needs to be done in order to overcome this potential limitation. One possible direction could be objectively recording facial expressions.

People have been found to spontaneously make facial expressions of emotions when they vividly recall and describe past emotion experiences (Malatesta & Izard, 1984).

Surveys also pose the risk of response biases from participants. One such bias could have been social desirability bias in which participants gave answers they think are appropriate rather than how they were really feeling (Holden, 2007). For example, some participants may have misreported how much they felt like eliminating someone or being violent because it is socially undesirable to feel those things.

Another potential limitation in this study is the uncertainty that participants agree on the meaning of hate. As mentioned before, some laypeople understand hate to be an intense anger and therefore may have been reliving an experience of anger rather than hate. One issue this study did encounter was that some pilot participants mistook 'contempt' for 'content' and therefore a general definition of contempt was added to the top of every survey. It is possible that this study and future studies also need general definitions of anger and hate to help participants distinguish between the two.

This study was exploratory in nature, and therefore subject to chance findings being overinterpreted. A total of 38 hypotheses were tested for hate and 66% of those hypotheses were not found to be significant for hate experiences. Replication would be needed in order to be more confident the 13 hypotheses that were found significant for hate truly are part of hate experiences.

With this study showing hate having the potential to be a discrete emotion but also having a number of limitations, future research is needed to replicate and, if possible, extend these findings. If research can give clinicians a clearer understanding of hate as an

emotion, research can then be done on how to therapeutically approach instances of hate and the desire to inflict hate-based violence.

Research should specifically be done on how it might be possible to change perceptions of globalized contempt and how to change someone's desire for violence once they already feel morally justified. Since CBT requires at least some acceptance of personal responsibility for their negative thoughts and behaviors, these clients may not engage as well with treatment (Novaco et al., 2001). CBT seems to be the most promising approach based on its success in dealing with anger (Del Vecchio & O'Leary, 2004), but research needs to be especially done on violent offenders. Because it is difficult to implement treatment for people prone to violence, in particular those who have serious clinical disorders or are in strictly secure settings, research on anger treatment for violent offenders is limited (Novaco, 2011). It is possible that if future research can identify the patterns in thought and perception in those ready to commit violence, then that knowledge can be used to determine what changes need to be made to CBT-informed anger management to make it an effective tool for preventing hate-based violence.

<u>Appendices</u>

A.   Paper (in-person) Version of ACHD Questionnaire

<u>Please note</u>: When it occurs in this survey, **the word "CONTEMPT" refers to the feeling of regarding someone as inferior, disgraceful, or worthless.**

_____

Section 2a Part 1:

Selecting a current experience of

<u>hatred</u> RATHER THAN any other emotion (such as contempt, anger, or dislike) toward another person

1. Think of someone who is making you feel **hatred toward him or her RATHER THAN any other emotion** (such as contempt, anger, or dislike toward this person). For example, the person might be a family member, romantic partner, friend, acquaintance, or co-worker.

Who is this person? (you can write the person's initials, or anything else that reminds you who this person is)
_____.

2. Briefly, why are you feeling <u>hatred</u> RATHER THAN contempt, anger, or dislike toward this person?

3. In the space below, write a brief title to remind yourself of what
   is making you feel hatred RATHER THAN any other emotion.

   Title (cause of hatred):*
   _____

       (*If there is no one who is currently making you feel anger
       RATHER THAN
       any other emotion, write "There is no one" in the box below,
       and bring this folder to the experimenter; otherwise leave
       that box blank, and continue filling out the questionnaire.)

Section 2a Part 2: DESCRIBING WHAT IS LEADING TO YOUR HATRED

4.   In the space below, please briefly describe **what is happening that is leading you to feel hatred** (rather than any other emotion) toward this person.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Section 2a Part 3: SPECIFYING THE *DIRECT CAUSE* OF YOUR HATRED

5. What is it, in this experience, that is **directly causing you to feel hatred** (rather than any other emotion)?

_____

_____

_____

AFTER RE-READING YOUR ANSWER TO THE ABOVE QUESTION, ANSWER EACH OF THE FOLLOWING QUESTIONS BY SELECTING ONE ANSWER ON THE SCALE PROVIDED FOR THE QUESTION

PLEASE NOTE:

- In the questions from here until the end of the survey, the word "someone" refers to the person toward whom you said you are feeling <u>hatred</u> RATHER THAN contempt, anger, or dislike.

- Answer the questions in this part of the survey based only on what is leading you to feel hatred RATHER THAN contempt, anger, or dislike for someone.

6. My <u>hatred</u> is caused by perceiving that something will influence all situations in my

	My <u>hatred</u> is caused by perceiving that something will influence only this particular

    1 2 3 4 5 6 7 8 9

life

<table>
<tr><td></td><td></td><td>situation</td></tr>
<tr><td>7.</td><td>My <u>hatred</u> is caused by something that happened once</td><td>My <u>hatred</u> is caused by something that keeps happening again and again</td></tr>
<tr><td></td><td>1 2 3 4 5 6 7 8 9</td><td></td></tr>
<tr><td>8.</td><td>My <u>hatred</u> is caused by perceiving that someone other than myself was beneath my standards</td><td>My <u>hatred</u> is caused by perceiving that someone other than myself was obstructing my goals</td></tr>
<tr><td></td><td>1 2 3 4 5 6 7 8 9</td><td></td></tr>
<tr><td>9.</td><td>My <u>hatred</u> is caused by thinking that something is very much wanted by me</td><td>My <u>hatred</u> is caused by thinking that something is very much unwanted by me</td></tr>
<tr><td></td><td>1 2 3 4 5 6 7 8 9</td><td></td></tr>
<tr><td>10.</td><td>My <u>hatred</u> is caused by thinking that there will eventually be something I can do about this situation</td><td>My <u>hatred</u> is caused by thinking that there will never be anything I can do about this situation</td></tr>
<tr><td></td><td>1 2 3 4 5 6 7 8 9</td><td></td></tr>
<tr><td>11.</td><td>My <u>hatred</u> is caused by thinking that someone was accidentally harming me or a person I care about</td><td>My <u>hatred</u> is caused by thinking that someone was intentionally harming me or a person I care about</td></tr>
<tr><td></td><td>1 2 3 4 5 6 7 8 9</td><td></td></tr>
<tr><td>12.</td><td>My <u>hatred</u> is caused by thinking that what I am dealing with is undesirable</td><td>My <u>hatred</u> is caused by thinking that what I am dealing with is undesirable and should not be this way</td></tr>
<tr><td></td><td>1 2 3 4 5 6 7 8 9</td><td></td></tr>
</table>

13. My hatred is caused by believing that what produced this situation is something changeable   1 2 3 4 5 6 7 8 9   My hatred is caused by believing that what produced this situation is something unchanging

14. My hatred is caused by thinking that I have to accept something

1 2 3 4 5 6 7 8 9   My hatred is caused by thinking that I do not or should not have to accept something

15. My hatred is caused by believing that something has improved things   1 2 3 4 5 6 7 8 9   My hatred is caused by believing that something has made things worse

16. My hatred is caused by thinking that what I am dealing with is undesirable

1 2 3 4 5 6 7 8 9   My hatred is caused by thinking that what I am dealing with is undesirable and unfair

17. My hatred is caused by thinking there is nothing I could ever do to influence someone   1 2 3 4 5 6 7 8 9   My hatred is caused by thinking there is something I could eventually do to influence someone

18. My hatred is caused by thinking that someone is causing an unwanted outcome   1 2 3 4 5 6 7 8 9   My hatred is caused by thinking that someone has an unappealing trait

19. My hatred is caused by thinking that someone or something has inferior characteristics

1 2 3 4 5 6 7 8 9   My hatred is caused by thinking that someone or something is producing unwanted effects

20. My hatred is not at all caused by perceiving that someone is unjustly treating me or people who I care about   1 2 3 4 5 6 7 8 9   My hatred is very much caused by perceiving that someone is unjustly treating me or people who

21. My <u>hatred</u> is not at all caused by perceiving someone as socially rejected

1 2 3 4 5 6 7 8 9

I care about My <u>hatred</u> is very much caused by perceiving someone as socially rejected

22. My <u>hatred</u> is not at all caused by perceiving that someone is different from me

1 2 3 4 5 6 7 8 9

My <u>hatred</u> is very much caused by perceiving that someone is different from me

23. My <u>hatred</u> is not at all caused by feeling humiliated by someone

1 2 3 4 5 6 7 8 9

My <u>hatred</u> is very much caused by feeling humiliated by someone

24. My <u>hatred</u> is not at all caused by perceiving that someone dislikes me

1 2 3 4 5 6 7 8 9

My <u>hatred</u> is very much caused by perceiving that someone dislikes me

25. My <u>hatred</u> is not at all caused by perceiving someone as having little value to society

1 2 3 4 5 6 7 8 9

My <u>hatred</u> is very much caused by perceiving someone as having little value to society

26. My <u>hatred</u> is not at all caused by perceiving someone as exploiting me or a person I care about

1 2 3 4 5 6 7 8 9

My <u>hatred</u> is very much caused by perceiving someone as exploiting me or a person I care about

27. My <u>hatred</u> is not at all caused by thinking that an event or situation was caused by circumstances beyond anyone's control

1 2 3 4 5 6 7 8 9

My <u>hatred</u> is very much caused by thinking that an event or situation was caused by circumstances beyond anyone's control

28. My <u>hatred</u> is not at all caused by thinking that an event or situation was caused by me

1 2 3 4 5 6 7 8 9

My <u>hatred</u> is very much caused by thinking that an event or situation was caused by me

29. My hatred is not at all caused by thinking that an event or situation was caused by someone other than myself   1 2 3 4 5 6 7 8 9   My hatred is very much caused by thinking that an event or situation was caused by someone other than myself

30. My hatred is caused by something that could never be corrected or avenged   1 2 3 4 5 6 7 8 9   My hatred is caused by something that could one day be corrected or avenged

31. To what extent do you feel like you have control over what is happening with regard to this situation?

very slightly

or not at all   1 2 3 4 5 6 7 8 9   extremely

32. My hatred is something that feels very unpleasant   1 2 3 4 5 6 7 8 9   My hatred is something that feels very pleasant

Section 2a Part 4: DESCRIBING HOW YOU ARE EXPERIENCING HATRED

The purpose of the following questions is to learn about your experience of hatred, rather than other reactions you might also be having.

So stop and take a minute to focus on the feelings, thoughts, and physical sensations of your hatred, and how hatred is making you feel like reacting. In order to experience your hatred as intensely as you can, please **concentrate on the hatred you feel, and live it as vividly and deeply as possible**.

As soon as you feel that you are experiencing your hatred as vividly and deeply as you can, please answer the questions from here to the end of the survey.

33. In your own words, describe the feeling of <u>hatred</u> as you are experiencing it.

_____

_____

_____

_____

_____

34. What is <u>hatred</u> making you picture in your mind?

_____

_____

_____

_____

35. What thoughts is <u>hatred</u> making you think?

_____

_____

_____

_____

_____

36.	**In this experience, how much does your <u>hatred</u> involve** thinking that you did still have the potential to influence the situation?	1	2	3	4	5
		not at all	a little	some-what	pretty much	very much

37.	**In this experience, how much does your <u>hatred</u> involve** thinking that someone has a bad character?	1	2	3	4	5
		not at all	a little	some-what	pretty much	very much

38.	**In this experience, how much does your <u>hatred</u> involve** thinking that someone is evil?	1	2	3	4	5
		not at all	a little	some-what	pretty much	very much

39.	**In this experience, how much does your <u>hatred</u> involve** thinking about how to avoid seeing or hearing someone?	1	2	3	4	5
		not at all	a little	some-what	pretty much	very much

		1	2	3	4	5
40.	**In this experience, how much does your <u>hatred</u> involve** thinking that something about you is superior?	not at all	a little	some- what	pretty much	very much
41.	**In this experience, how much does your <u>hatred</u> involve** thinking that someone is unworthy?	not at all	a little	some- what	pretty much	very much
42.	**In this experience, how much does your <u>hatred</u> involve** thinking that someone is beneath your standards?	not at all	a little	some- what	pretty much	very much
43.	**In this experience, how much does your <u>hatred</u> involve** thinking that something about someone is inferior?	not at all	a little	some- what	pretty much	very much
44.	**In this experience, how much does your <u>hatred</u> involve** thinking that someone was treating you unfairly?	not at all	a little	some- what	pretty much	very much

45.	**In this experience, how much does your <u>hatred</u> involve** thinking that someone has undesirable qualities?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much
46.	**In this experience, how much does your <u>hatred</u> involve** thinking that someone cannot be changed?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much
47.	**In this experience, how much does your <u>hatred</u> involve** thinking that someone has some good qualities?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much
48.	**In this experience, how much does your <u>hatred</u> involve** thinking that someone deserved to be blamed for something?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much
49.	**In this experience, how much does your <u>hatred</u> involve** thinking that someone is incompetent?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much

50.	**In this experience, how much does your <u>hatred</u> involve** thinking that someone is stupid?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much
51.	**In this experience, how much does your <u>hatred</u> involve** thinking that you could forgive someone?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much
52.	**In this experience, how much does your <u>hatred</u> involve** thinking that someone is immoral?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much
53.	**In this experience, how much does your <u>hatred</u> involve** thinking repeatedly about what someone was doing?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much
54.	**In this experience, how much does your <u>hatred</u> involve** thinking that someone is harming you or harming a person you care about?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much

55. **In this experience, how much does your <u>hatred</u> involve** having pleasant thoughts about possible actions that you might take against someone in the future?

1	2	3	4	5
not	a	some-	pretty	very
at all	little	what	much	much

56. **In this experience, how much does your <u>hatred</u> involve** thinking that people in your group have a low opinion of someone other than yourself?

1	2	3	4	5
not	a	some-	pretty	very
at all	little	what	much	much

57. **In this experience, how much does your <u>hatred</u> involve** thinking you would be justified in attacking someone?

1	2	3	4	5
not	a	some-	pretty	very
at all	little	what	much	much

58. **In this experience, how much does your <u>hatred</u> involve** thinking that someone is unappealing?

1	2	3	4	5
not	a	some-	pretty	very
at all	little	what	much	much

59. What physical sensations is <u>hatred</u> making you feel?

_____

_____

_____

_____

		1	2	3	4	5
60.	**In this experience, how much does your <u>hatred</u> involve** feeling your heart beat faster?	not at all	a little	some-what	pretty much	very much
61.	**In this experience, how much does your <u>hatred</u> involve** feeling yourself turning away from someone?	not at all	a little	some-what	pretty much	very much

62.	**In this experience, how much does your <u>hatred</u> involve** feeling ready to explode?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much
63.	**In this experience, how much does your <u>hatred</u> involve** feeling cold toward someone?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much
64.	**In this experience, how much does your <u>hatred</u> involve** feeling your fists clenched?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much
65.	**In this experience, how much does your <u>hatred</u> involve** feeling revolted by someone?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much
66.	**In this experience, how much does your <u>hatred</u> involve** feeling intolerant of someone?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much
67.	**In this experience, how much does your <u>hatred</u> involve** feeling your upper lip raised?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much

		1	2	3	4	5
68.	**In this experience, how much does your <u>hatred</u> involve** feeling your eyes narrowing when looking at someone?	not at all	a little	some-what	pretty much	very much
69.	**In this experience, how much does your <u>hatred</u> involve** feeling your lips pressed together?	not at all	a little	some-what	pretty much	very much
70.	**In this experience, how much does your <u>hatred</u> involve** feeling yourself gritting your teeth?	not at all	a little	some-what	pretty much	very much
71.	**In this experience, how much does your <u>hatred</u> involve** feeling your teeth grinding against each other?	not at all	a little	some-what	pretty much	very much
72.	**In this experience, how much does your <u>hatred</u> involve** feeling boiling hot?	not at all	a little	some-what	pretty much	very much

73. What has <u>hatred</u> made you feel like doing? (LIST AS MANY DIFFERENT

   THINGS AS <u>HATRED</u> HAS MADE YOU FEEL LIKE DOING)

   a._____

   b._____

   c._____

   d._____

   e._____

   f._____

   g._____

74.	**In this experience, how much does your <u>hatred</u> involve** feeling like communicating less with someone?	1	2	3	4	5
		not at all	a little	some-what	pretty much	very much

75.	**In this experience, how much does your <u>hatred</u> involve** feeling like laughing at someone?	1	2	3	4	5
		not at all	a little	some- what	pretty much	very much

76.	**In this experience, how much does your <u>hatred</u> involve** feeling like confronting someone?	1	2	3	4	5
		not at all	a little	some- what	pretty much	very much

77.	**In this experience, how much does your <u>hatred</u> involve** feeling like saying something unflattering about someone?	1	2	3	4	5
		not at all	a little	some- what	pretty much	very much

78.	**In this experience, how much does your <u>hatred</u> involve** feeling like yelling at someone?	1	2	3	4	5
		not at all	a little	some- what	pretty much	very much

79.	**In this experience, how much does your <u>hatred</u> involve** feeling like avoiding interactions with someone?	1	2	3	4	5
		not at all	a little	some- what	pretty much	very much

80.	**In this experience, how much does your <u>hatred</u> involve** feeling like ignoring someone?	1	2	3	4	5
		not at all	a little	some- what	pretty much	very much

81. **In this experience, how much does your <u>hatred involve</u>** feeling like talking things over with the person(s) responsible for the problem?

1	2	3	4	5
not at all	a little	some-what	pretty much	very much

82. **In this experience, how much does your <u>hatred involve</u>** feeling like hitting someone?

1	2	3	4	5
not at all	a little	some-what	pretty much	very much

83. **In this experience, how much does your <u>hatred involve</u>** feeling like sneering at someone?

1	2	3	4	5
not at all	a little	some-what	pretty much	very much

84. **In this experience, how much does your <u>hatred involve</u>** feeling like attacking someone either verbally or physically?

1	2	3	4	5
not at all	a little	some-what	pretty much	very much

85. **In this experience, how much does your <u>hatred involve</u>** feeling like acting coldly toward someone?

1	2	3	4	5
not at all	a little	some-what	pretty much	very much

86.	**In this experience, how much does your <u>hatred</u> involve** feeling like encouraging other people to attack someone?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much
87.	**In this experience, how much does your <u>hatred</u> involve** feeling like taking action against someone?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much
88.	**In this experience, how much does your hatred involve** feeling like devoting less attention to someone?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much
89.	**In this experience, how much does your <u>hatred</u> involve** feeling like telling a third party about someone's shortcomings?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much
90.	**In this experience, how much does your <u>hatred</u> involve** feeling like making a negative remark to someone about their behavior?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much

91.	**In this experience, how much does your <u>hatred</u> involve** feeling like rolling your eyes at someone?	1	2	3	4	5
		not	a	some-	pretty	very
		at all	little	what	much	much

92.	**In this experience, how much does your <u>hatred</u> involve** feeling like spending less time looking at someone?	1	2	3	4	5
		not	a	some-	pretty	very
		at all	little	what	much	much

93.	**In this experience, how much does your <u>hatred</u> involve** feeling like making a negative remark about someone to a third party?	1	2	3	4	5
		not	a	some-	pretty	very
		at all	little	what	much	much

94.	**In this experience, how much does your <u>hatred</u> involve** feeling like keeping your distance from someone?	1	2	3	4	5
		not	a	some-	pretty	very
		at all	little	what	much	much

95.	**In this experience, how much does your <u>hatred</u> involve** feeling like belittling someone?	1	2	3	4	5
		not	a	some-	pretty	very
		at all	little	what	much	much

96. What have you actually been doing, as part of this experience of <u>hatred</u>?

_____

_____

_____

_____

_____

97. When experiencing an emotion, people may do something

- as part of the emotion they are feeling;

- as a way of trying to control their emotional response;

- as both of these;

- as neither of these.

  a. To what extent is what you have actually been doing (as stated in your

    answer to the question above) *part of* the <u>hatred</u> you are feeling?

1	2	3	4	5
not at all	a little	some-what	pretty much	very much

b. To what extent is what you have actually been doing (as stated in your
   answer to the question above) *a way of trying to control* your emotional
   response?

1	2	3	4	5
not	a	some-	pretty	very
at all	little	what	much	much

98. **In this experience, how much does your <u>hatred</u> involve** preparing to take action against someone?

1	2	3	4	5
not	a	some-	pretty	very
at all	little	what	much	much

99. **In this experience, how much does your <u>hatred</u> involve** moving away from someone?

1	2	3	4	5
not	a	some-	pretty	very
at all	little	what	much	much

100. **In this experience, how much does your <u>hatred</u> involve** moving someone away from you?

1	2	3	4	5
not	a	some-	pretty	very
at all	little	what	much	much

101.	**In this experience, how much does your <u>hatred</u> involve** fantasizing about bad things happening to someone?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much
102.	**In this experience, how much does your <u>hatred</u> involve** spending as little time as possible with someone?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much
103.	**In this experience, how much does your <u>hatred</u> involve** looking for an opportunity to take action against someone?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much
104.	**In this experience, how much does your <u>hatred</u> involve** looking down on someone?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much

105. What is <u>hatred</u> making you want?

_____

_____

_____

_____

_____

106.	**In this experience, how much does your <u>hatred</u> involve** wanting to have nothing to do with someone?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much

107.	**In this experience, how much does your <u>hatred</u> involve** wanting someone out of your life?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much

108.	**In this experience, how much does your <u>hatred</u> involve** wanting someone to be rejected by people who are close to you?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much
109.	**In this experience, how much does your <u>hatred</u> involve** wanting someone to suffer?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much
110.	**In this experience, how much does your <u>hatred</u> involve** wanting to be far away from someone?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much
111.	**In this experience, how much does your <u>hatred</u> involve** wanting to keep someone from coming into contact with you?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much
112.	**In this experience, how much does your <u>hatred</u> involve** wanting to distance yourself from someone?	1 not at all	2 a little	3 some- what	4 pretty much	5 very much

		1	2	3	4	5
113.	**In this experience, how much does your <u>hatred</u> involve** wanting to get rid of someone?	not at all	a little	some- what	pretty much	very much
114.	**In this experience, how much does your <u>hatred</u> involve** wanting to get back at someone?	not at all	a little	some- what	pretty much	very much
115.	**In this experience, how much does your <u>hatred</u> involve** wanting to exclude someone from a group that you belong to?	not at all	a little	some- what	pretty much	very much
116.	**In this experience, how much does your <u>hatred</u> involve** wanting to change someone's behavior or beliefs?	not at all	a little	some- what	pretty much	very much
117.	**In this experience, how much does your <u>hatred</u> involve** wanting to make someone feel bad?	not at all	a little	some- what	pretty much	very much

		1	2	3	4	5
118.	**In this experience, how much does your <u>hatred</u> involve** wanting to hurt someone in some way?	not at all	a little	some-what	pretty much	very much
119.	**In this experience, how much does your <u>hatred</u> involve** wanting to eliminate someone as a source of threat?	not at all	a little	some-what	pretty much	very much
120.	**In this experience, how much does your <u>hatred</u> involve** wanting to restore good relations with someone eventually?	not at all	a little	some-what	pretty much	very much

121a Please compare the extent to which you are feeling hatred vs. contempt toward someone in this experience, using the scale below.

I feel   I feel

hatred   contempt

very much more   very much more

than contempt   1   2   3   4   5   6   7   8   9   than hatred

121b Please briefly explain your answer to the question above:

_____

_____

_____

122a Please compare the extent to which you are feeling hatred vs. anger toward someone in this experience, using the scale below.

I feel   I feel

hatred   anger

very much   very much more
     more
                                                    than hatred
than anger   1   2   3   4   5   6   7   8   9

122b Please briefly explain your answer to the question above:

_____

_____

_____

123a Please compare the extent to which you are feeling hatred vs.
      dislike toward someone in this experience, using the scale below.

      I feel   I feel

      hatred   dislike

      very much   very much more
            more
                                                        than hatred
      than dislike   1   2   3   4   5   6   7   8   9

123b Please briefly explain your answer to the question above:

_____

_____

_____

124. Please rate how intensely each of the following emotions is part
      of your emotion of <u>hatred</u>.

	Not at all								Very intensely
Joy	1	2	3	4	5	6	7	8	9
Sadness	1	2	3	4	5	6	7	8	9
Regret	1	2	3	4	5	6	7	8	9
Relief	1	2	3	4	5	6	7	8	9
Fear	1	2	3	4	5	6	7	8	9
Pride	1	2	3	4	5	6	7	8	9
Hope	1	2	3	4	5	6	7	8	9
Anger toward someone	1	2	3	4	5	6	7	8	9
Contempt toward someone	1	2	3	4	5	6	7	8	9
Dislike toward someone	1	2	3	4	5	6	7	8	9

Guilt		1	2	3	4	5	6	7	8	9
Frustration		1	2	3	4	5	6	7	8	9
Shame		1	2	3	4	5	6	7	8	9
Disgust		1	2	3	4	5	6	7	8	9
Surprise		1	2	3	4	5	6	7	8	9
Distress (emotional pain)		1	2	3	4	5	6	7	8	9
Hatred toward someone		1	2	3	4	5	6	7	8	9
Affection toward someone		1	2	3	4	5	6	7	8	9
Physical Pain		1	2	3	4	5	6	7	8	9

Please read over the entire list of feelings given below, and then
answer the question below.

Joy

Sadness

Regret

Relief

Fear

Pride

Hope

Anger toward someone

Contempt toward someone

Dislike toward someone

Guilt

Frustration

Shame

Disgust

Surprise

Distress (emotional pain)

Hatred toward someone

Affection toward someone

Physical Pain

125. Which <u>one</u> word or phrase from the list above best describes the emotion you are feeling in THIS experience? (PLEASE ANSWER HONESTLY, NO MATTER WHICH EMOTION YOU WERE ASKED ABOUT.)

   Write the one word or phrase below:

                              _____
                                        ____

126. What is your understanding of the meaning of the word "hatred"?

_____

_____

_____

127. When did THIS experience of hatred begin?

    a.   while filling out this questionnaire

    b.   earlier today

    c.   days ago

    d.   weeks ago

    e.   months ago

    f.   years ago

128. What is the most recent time in which you actually felt hatred in THIS experience?

    a.   while filling out this questionnaire

b.   earlier today

c.   days ago

d.   weeks ago

e.   months ago

f.   years ago

Section 2a Part 5: YOUR REFLECTIONS ON THIS EXPERIENCE

129. How easy or difficult was it for you to answer the questions in
      this questionnaire up to this point?

      Very easy   Very
                    1   2   3   4   5   6   7   8   9   difficult

130. How similar or different is this emotion experience in comparison
      to your usual experiences of <u>hatred</u> toward someone?

      Very similar   Very
                    1   2   3   4   5   6   7   8   9   different

131a Do you think there is a good reason for feeling <u>hatred</u> in this
      situation, or do you think that you are feeling hatred without
      good reason?

      I think there   I think there
      is a good   is no good
      reason for   reason for
      feeling this   feeling this
      emotion in   emotion in
      this situation   this
                    1   2   3   4   5   6   7   8   9   situation

131b Please briefly explain your answer to the question above.

_____

_____

_____

132. In your opinion, are the thoughts you are having in this
      experience rational or irrational?

      Very rational   Very
                     1   2   3   4   5   6   7   8   9 irrational

References

Allport, G. (1954). The nature of prejudice. Reading, MA: Addison-Wesley Publishing Company.

Baumeister, R. (1997). *Evil: inside human cruelty and violence*. New York: W.H. Freeman.

Beck, J. (2011). *Cognitive Behavior Therapy: basics and beyond.* (2nd ed.). New York: Guildford Press.

Beck, A., and Pretzer, J. (2005) Roots of hate, violence, and evil. In R. J. Sternberg (Ed.), *The psychology of hate* (pp. 87-102). Washington, DC, US: American Psychological Association.

Bell, M. (2013). What Is Contempt? In *Hard Feelings*. Oxford University Press. https://doi.org/10.1093/acprof:oso/9780199794140.003.0002

Billig, M., and Tajfel, H. (1973). Social Categorization and Similarity in Intergroup Behaviour. *European Journal of Social Psychology, 3*(1), 27-52. https://doi.org/10.1002/ejsp.2420030103

Brewer, M. B. (1979). In-group bias in the minimal intergroup situation: A cognitive-motivational analysis. *Psychological Bulletin, 86*(2), 307-324. http://dx.doi.org/10.1037/0033-2909.86.2.307

Buhrmester, M., Kwang, T., and Gosling, S. (2011). Amazon's Mechanical Turk: A New Source of Inexpensive, Yet High-Quality, Data? *Perspectives On Psychological Science*, *6*(1), 3–5. doi:10.1177/1745691610393980

Del Vecchio, T. and O'Leary, K. D. (2004). Effectiveness of anger treatments for specific anger problems: a meta-analytic review. *Clinical Psychology Review, 24*(1), 15–34. https://doi.org/10.1016/j.cpr.2003.09.006

Ekman, P., and Cordaro, D. (2011) What is Meant by Calling Emotions Basic. *Emotion Review, 3*(4), 364-370. https://doi.org/10.1177/1754073911410740

Fischer, A., Halperin, E., Canetti, D., and Jasini, A. (2018). Why We Hate. *Emotion Review*, *10*(4), 309-320. https://doi.org/10.1177/1754073917751229

Fischer, A. H., & Roseman, I. J. (2007). Beat them or ban them: The characteristics and social functions of anger and contempt. Journal of Personality and Social Psychology, 93(1), 103-115. http://dx.doi.org/10.1037/0022-3514.93.1.103

Fitness, J. (2000). Anger in the Workplace: An Emotion Script Approach to Anger Episodes between Workers and Their Superiors, Co-Workers and Subordinates. *Journal of Organizational Behavior*, *21*(2), 147–162. doi:10.1002/(SICI)1099-1379(200003)21:2<147::AID-JOB35>3.0.CO;2-T

Fitness, J., and Fletcher, G. (1993) Love, hate, anger, and jealousy in close relationships: a prototype and cognitive appraisal analysis. *Journal of Personality and Social Psychology*, *65*(5), 942–958. doi:10.1037/0022-3514.65.5.942

Glaser, J., Dixit, J., and Green, D. (2002). Studying Hate Crime with the Internet: What Makes Racists Advocate Racial Violence? *Journal of Social Issues*, *58*(1), 177–193. doi:10.1111/1540-4560.00255

Halperin, E. (2008) Group-based Hatred in Intractable Conflict in Israel. *Journal of Conflict Resolution, 52*(5), 713-736. https://doi.org/10.1177/0022002708314665

Holden, R. R. (2007). Socially Desirable Responding Does Moderate Personality Scale Validity Both in Experimental and in Nonexperimental Contexts. *Canadian Journal of Behaviourial Science, 39*(2), 184-201. http://dx.doi.org/10.1037/cjbs2007015

Jose, P.E. (2013). *Doing statistical mediation and moderation*. Guilford Press

Malatesta, C. A., & Izard, C. E. (1984). The facial expression of emotion: Young, middle-aged, and other adult expressions. In C. Z. Malatesta & C. E. Izard (Eds.), *Emotion in adult development* (pp. 253-273). Beverly Hills, CA: Sage.

Matsumoto, D., Ekman, P., and Carver, C. (2004). The Relationship Among Expressions, Labels, and Descriptions of Contempt. *Journal of Personality and Social Psychology*, *87*(4), 529–540. doi:10.1037/0022-3514.87.4.529

Mcdevitt, J., Levin, J., & Bennett, S. (2002). Hate Crime Offenders: An Expanded Typology. *Journal of Social Issues*, *58*(2), 303–317. doi:10.1111/1540-4560.00262

Novaco, R. (2011). Remediating Anger and Aggression with Violent Offenders. *Legal and Criminological Psychology, 2*(1), 77-88. https://doi.org/10.1111/j.2044-8333.1997.tb00334.x

Novaco, R., Ramm, M. and Black, L. (2001). Anger treatment with offenders. In C. Hollin (Ed.), *Handbook of Offender Assessment and Treatment* (pp. 281–296). Chichester, UK: John Wiley and Sons.

Opotow, S. (2005). Hate, Conflict, and Moral Exclusion. In R. J. Sternberg (Ed.), *The psychology of hate* (pp. 121-153). Washington, DC, US: American Psychological Association. http://dx.doi.org/10.1037/10930-007

Roseman, I. (2011). Emotional Behaviors, Emotivational Goals, Emotion Strategies: Multiple Levels of Organization Integrate Variable and Consistent Responses. *Emotion Review, 3*(4), 434-443. https://doi.org/10.1177/1754073911410744

Roseman, I., Wiest, C., and Swartz, T. (1994). Phenomenology, Behaviors, and Goals Differentiate Discrete Emotions. *Journal of Personality and Social Psychology*, *67*(2), 206–221. doi:10.1037/0022-3514.67.2.206

Sternberg, R. (2005). Understanding and Combating Hate. In R. J. Sternberg (Ed.), The psychology of hate (pp. 37-49). Washington, DC, US: American Psychological Association. http://dx.doi.org/10.1037/10930-002

Stephan, W., Boniecki, K., Ybarra, O., Bettencourt, A., Ervin, K., Jackson, L., Mcnatt, P., and Renfro C. (2002). The Role of Threats in the Racial Attitudes of Blacks and Whites. *Personality and Social Psychology Bulletin*, *28*(9), 1242–1254. doi:10.1177/01461672022812009

Suveg, C., Jones, A., Davis, M., Jacob, M. L., Morelen, D., Thomassin, K., and Whitehead, M. (2018). Emotion-Focused Cognitive-Behavioral Therapy for Youth with Anxiety Disorders: A Randomized Trial. *Journal of Abnormal Child Psychology, 46*(3), 569-580. https://doi.org/10.1007/s10802-017-0319-0

Tajfel, H. (1970, Nov) Experiments in Intergroup Discrimination. *Scientific American, 223*(5), 96-103.

Tracy, J., and Robins, R. (2006). Appraisal antecedents of shame and guilt: support for a theoretical model. *Personality & social psychology bulletin*, *32*(10), 1339–51.

Wallbott, H., Scherer, K., and Reis, H. (1986). Cues and Channels in Emotion Recognition. *Journal of Personality and Social Psychology*, *51*(4), 690–699. doi:10.1037/0022-3514.51.4.690