**HATE CRIMES 325**

**Gallagher, Fall 2022**

Krug Hall 210, Thursdays 7:20 pm - 10:00

**ABOUT THIS COURSE**

Hate crime is a relatively new legal phenomena in the United States, with some states adopting changes to laws as recently as this past year. Through the historic lens, however, we find a past riddled with incidents and crimes that would violate international, federal, and/or state criminal codes and civil rights protections – from discrimination in education and housing, to genocide, lynching, arson, harassment, and graffiti. This course tackles the issue of hate crimes, and other directly related issues (such as hate speech and domestic terrorism), using the most rigorous data and information available.

**COURSE GOALS**

Students will leave this course with a clear understanding of law, its history, and its limitations, as it relates to hate crimes. Students will understand critical overlapping topics, including hate speech, hate groups, domestic terrorism, and internal genocide and crimes against humanity laws. Theory and research will provide an understanding of why some people commit join hate groups and commit hate crimes, and the impact of hate crimes (and related behaviors) have on those targeted and people who share their characteristics. The role of social media and propaganda will be addressed in relation to hate crimes. Finally, students will interact with a number of cases (contemporary and historical) to assess where they currently fall in our legal framework, and where they should within our normative thinking.

**COURSE FORMAT**

This course meets for 2:40 minutes. We will use our class time reviewing our reading materials, discussing specific events/cases, and we will work together to have civil and meaningful dialogue about the topics covered.

Our class time will be divided into more formal lecture (with slides posted after class meetings), accessing media coverage/historical overviews of cases, and structured discussion (as a full class and in peer groups). The order of our meetings will depend on our joint preferences. We will break each evening from 8:45-9:00.

Please note: I often rely on current cases, some of them local. I do not want to unknowingly introduce events that are personal for any member of our class. Further, some of our classmates may have experienced specific events related to this course. Please alert me if this is the case for you and you would like to work out how to best participate or do a substitute activity.

**EXPECTATIONS**

All are expected to come to class having reviewed the assigned readings assigned for that day. Students are expected to participate and be attentive during class lectures and discussions. ***Civility is required***. Students unable to conduct themselves respectfully will be asked to leave our class meeting. ***I have every expectation that no matter what each of us has experienced, and what our opinions may be, we can be respectful, thoughtful, flexible, and calm.***

**STUDENT EVALUATION**

**HATE CRIME UPDATE 1 10**

**HATE CRIME UPDATE 2 20**

**SHORT ANSWER TEST 1 15**

**SHORT ANSWER TEST 2 15**

**SHORT ANSWER AND RESPONSE TEST 3 15**

**STRUCTURED COURSE ACTIVITIES and PARTICAPTION 25**

TOTAL 100

**Hate crime updates**

Students will select a bias incident case of interest to them (current or historic, domestic or international) and provide a structured review of that case. Headings may be used to ensure the following is covered for each update case chosen:

1. What is the case/story about – provide enough details so another reader would have enough information to form an independent decision about your (upcoming) conclusions
2. What kind of bias is involved?
3. Does it currently meet the criteria for being a hate crime according to current law (all that apply): state, federal, international law?
4. What type of crime, if any, would it have been considered historically (like post WWII)?
5. Was the right outcome sought, in your opinion and based on the law and normative justice?
6. What impact did this case have on the persons involved, their family, community, and wider community (who share their characteristics)?
7. What could have been done better?

**Short answer tests**

You will have three (including the final) short answer/longer response tests this semester. You will have one week to complete each and will submit it via Blackboard for feedback and grading.

These will often include specific questions about topics we’ve covered to make sure you can summarize them clearly and critically.

* You will be evaluated on your ability to tie in our course material, readings, theories, and your critical analysis
* I will provide a very structured format
* They are open book but you may not consult with anything but our course materials
* **This means you may not consult anyone else in formulating your answer**
* If you would like to include additional resources, please make sure to properly cite them, and be very clear as to why you are including them

**Response Essay (as part of the final)**

Your final short answer test will also include a response essay. This essay task will ask you develop a thesis that responds to a very specific question. You will use information we have read and discussed in class, and information you have sought on your own. You will be graded on the logical cohesiveness, accuracy, and thoroughness of your response.

**Structured activities/exercises/essays**

Throughout the semester we will have some announced and some unannounced exercises. These are activities that I will often cover or introduce during our class meetings and will require you to access the instructions for completing your activities and submitting them through Blackboard.

* + In most cases, the activities will take root from our class meetings, and often we will use class time to work on the activity
  + If you miss a class meeting, please make sure to check Blackboard for instructions so that you may submit your work by the due date. In other words, if you miss class, you may still complete the activity.
* Each activity will be submitted via Blackboard one week after assigned.
  + I usually announce the activity in class, but it will also be posted to Blackboard Assignments. Late activities will not be accepted.
  + Please alert me if you have accommodations that affect this turnaround.
* The point of these activities is to use real-life examples or issues or to delve more deeply into a subject.
  + These may include watching a video, responding to a news article, listening to a podcast, or creating a response based on a specific prompt.
  + They are designed to be interesting and interactive.
  + They will be used as discussion points during our meetings.
* Often times – especially on hot button issues – we will argue two or more sides, even if that position is not your own personal belief.
  + You will be challenged to make arguments consistent with facts (not ideology) and to evaluate how well the argument position is supported by our readings and data.
* I expect everyone to do well on these and so my grading consists of reading them, using them for our next class discussion, and giving you credit for completing them.
  + Students will receive scores of
    - Well done (100% of points)
    - Satisfactory (85% of all points)
    - Unsatisfactory (50% of points) – and guidance for the next activity
  + I will alert you if your responses require more attention, detail, or elaboration.
  + If you do not hear from me, you are on track.
  + I will note each completed activity in Blackboard grades. They will vary in number of points (usually between 3-5 points each) for a total of 25 points.

**MISSING DEADLINES**

**Missed** tests and course activities may **not be made up** if they are turned in after the due date and time unless you either a. alert me before the essay is due or b. provide proof of a *legitimate conflict* that prevented you from completing the short answer/essay assignment.

Legitimate conflicts for missing a class include: an illness, family illness, or death in the family. Please provide documentation that will exempt you from the affected participation grade at my discretion.

Please do note that this is a crazy time, and that I will factor that in when considering our workload, any individual issues you may have, and any flexibility I may feel we need.

**CORRESPONDENCE**

* Please make sure to check your Mason email.
* Please **use your Mason email** to contact me using the following format in the subject line: **325 LASTNAME TOPIC** (for instance: 325 SMITH Broken leg).
  + If you do not use Mason email your note is more likely not to reach me, and
  + If you do not use this subject format, I will have a hard time following and archiving your questions.
  + Thank you!

**HONOR CODE**

Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else’s work in an aspect of the performance of that task, you will give full credit in the proper, accepted form.

***It is not anticipated that we will have any issues in this regard, but I remind you: Any perceived violation of our honor code will be reported.***

**DISCCUSSION**

Another aspect of academic integrity and freedom is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

**PRONOUNS and NAMES for addressing you**

Name and pronoun use: **If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email**. I go by Catherine, or if you are more formal, Prof/Dr/Ms Gallagher. I use she/her pronouns.

**ACCOMMODATIONS**

Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit http://ds.gmu.edu/ for detailed information about the Disability Services registration process.

Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email:ods@gmu.edu | Phone: (703) 993-2474

Any classmates with accommodations should alert me within the first week of the semester to create a plan for course work and class meetings.

**If there are any issues that are not part of an accommodation plan that you anticipate could impact your ability to meet the requirements of the course, please contact me so that we may work out a means to address them.**

**COVID SAFE RETURN TO CAMPUS**

To support your safety and the safety of everyone in this class, all students are required to complete the Mason COVID Health Check before each class meeting; I may ask you to show that you have received a “green” notification to participate in class. If you suspect that you are sick, please stay home and contact the me about options for making up the missed class.

**USE OF ELECTRONIC DEVICES**

Regarding electronic devices (such as laptops, cell phones, etc.), please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. If you must text or respond to email, please step outside the meeting room. Do not play games, shop, watch videos, scroll, or do other activities that will garner the interest and distract your classmates. ***I expect that your electronic devices (tablets/laptops) will be used to access your reading materials and for taking notes.***

**MANDATORY REPORTING**

As a faculty member and designated “Responsible Employee,” I am required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per university policy 1412. If you wish to speak with someone confidentially, please contact the Student Support and Advocacy Center (703-380-1434) or Counseling and Psychological Services (703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator (703-993-8730; titleix@gmu.edu).

**AUDIO OR VISUAL RECORDING OF THIS COURSE**

Please do not record any portion of our course meetings without my prior approval. This is to protect the privacy of our classmates and our intellectual property. If you have an accommodation that specifies course recordings, I will work with you to create a recording system.

**COURSE SCHEDULE**

|  |  |
| --- | --- |
| Date | Topic and reading |
| Aug 25 | Course introduction |
| Sep 1 | Hate crime laws, historically legal acts (or overlooked extralegal)  Mason G. The symbolic purpose of hate crime law: Ideal victims and emotion. Theoretical Criminology. 2014;18(1):75-92. doi:10.1177/1362480613499792  <https://journals.sagepub.com/doi/full/10.1177/1362480613499792>  Congressional Research Service (2022) Overview of Federal Hate Crime Laws. <https://crsreports.congress.gov/product/pdf/R/R47060>  Bills MA, Vaughn MS. A Contemporary Review of Hate Crime Legislation in the United States. Criminal Justice Policy Review. July 2022. doi:10.1177/08874034221112847  State-by-state overview and link to hate crime laws <https://en.wikipedia.org/wiki/Hate_crime_laws_in_the_United_States> |
| **HATE CRIME UPDATE 1 [DUE SEP 7, 11:59 pm]** | |
| Sep 8 | Hate crime data  Congressional Research Service (2021). Federal data on hate crimes in the United States. <https://crsreports.congress.gov/product/pdf/R/R46318>  ProPublica reporting and graphics on hate crime data  <https://www.propublica.org/article/why-america-fails-at-gathering-hate-crime-statistics>  <https://www.propublica.org/article/there-have-been-huge-gaps-in-fbi-hate-crime-data-for-years-a-new-law-aims-to-fix-that>  Resources on hate crime data  FBI data collection from police  <https://crime-data-explorer.fr.cloud.gov/pages/explorer/crime/hate-crime>  Agencies reporting a hate crime  <https://projects.propublica.org/graphics/hatecrime-map>  Hate crime in the United States  Southern Poverty Law Center (2021). The year in hate and extremism report 2021.  <https://www.splcenter.org/20220309/year-hate-extremism-report-2021>  Cheng, Wen & Ickes, William & Kenworthy, Jared. (2013). The phenomenon of hate crimes in the United States. Journal of Applied Social Psychology. 43. 761-794. 10.1111/jasp.12004.  Gyamerah, A.O., Baguso, G., Santiago-Rodriguez, E. et al. Experiences and factors associated with transphobic hate crimes among transgender women in the San Francisco Bay Area: comparisons across race. BMC Public Health 21, 1053 (2021). <https://bmcpublichealth.biomedcentral.com/track/pdf/10.1186/s12889-021-11107-x.pdf> |
| Sep 15 | Hate crime in the United States, continued  Begin Is hate crime more harmful, victims of hate crime  Lantz B, Kim J. Hate Crimes Hurt More, but so Do Co-Offenders: Separating the Influence of Co-Offending and Bias on Hate-Motivated Physical Injury. Criminal Justice and Behavior. 2019;46(3):437-456. doi:10.1177/0093854818810314  Malcom ZT, Lantz B. Hate Crime Victimization and Weapon Use. Criminal Justice and Behavior. 2021;48(8):1148-1165. doi:10.1177/0093854820983848  Saha K, Chandrasekharan E, De Choudhury M. Prevalence and Psychological Effects of Hateful Speech in Online College Communities. Proc ACM Web Sci Conf. 2019 Jun;2019:255-264. doi: 10.1145/3292522.3326032. PMID: 32954384; PMCID: PMC7500692.  Robert J. Cramer, Susan Wright, Molly M. Long, Nestor D. Kapusta, Matt R. Nobles, Tess M. Gemberling & Hayley J. Wechsler (2018) On hate crime victimization: Rates, types, and links with suicide risk among sexual orientation minority special interest group members, Journal of Trauma & Dissociation, 19:4, 476-489, DOI: 10.1080/15299732.2018.1451972 |
| Sep 22 | **NO CLASS MEETING -** WORK ON SHORT ANSWER TEST 1 |
| **SHORT ANSWER TEST 1 [DUE SEP 28, 11:59 pm]** | |
| Sep 29 | Hate speech  Roussos G, Dovidio JF. Hate Speech Is in the Eye of the Beholder: The Influence of Racial Attitudes and Freedom of Speech Beliefs on Perceptions of Racially Motivated Threats of Violence. Social Psychological and Personality Science. 2018;9(2):176-185. doi:10.1177/1948550617748728  White MH, Crandall CS, Davis NT. Vicarious Justifications for Prejudice in the Application of Democratic Values. Social Psychological and Personality Science. 2022;13(3):758-768. doi:10.1177/19485506211040700  Kehn, A., Kaniuka, A.R., Benson, K. et al. Assessing attitudes about hate: Further validation of the hate crime beliefs scale. Curr Psychol (2022). <https://doi.org/10.1007/s12144-022-03626-6>  Danning, G. (2019). Is the Cure Worse than the Disease: Censorship of Hate Speech May Well Increase Violence. Nevada Law Journal Forum, 3, 1-8. |
| Oct 6 | Hate speech continued  Begin Hate groups and why people join  Ken, Yahagi, (2019), The Effects of Hate Groups on Hate Crimes, Review of Law & Economics, 15, issue 3. <https://www.degruyter.com/document/doi/10.1515/rle-2017-0035/html>  Katharine Gelber & Luke McNamara (2016) Evidencing the harms of hate speech, Social Identities, 22:3, 324-341, DOI: 10.1080/13504630.2015.1128810  Michael Jendryke, Stephen C. McClure (2019), Mapping crime – Hate crimes and hate groups in the USA: A spatial analysis with gridded data, Applied Geography, Volume 111 <https://doi.org/10.1016/j.apgeog.2019.102072> |
| Oct 13 | **NO CLASS MEETING - WORK ON HATE CRIME UPDATE 2** |
| **HATE CRIME UPDATE 2 [DUE OCT 19, 11:59pm]** | |
| Oct 20 | Theories/predictors of hate crime offending  Colleen E. Mills, Joshua D. Freilich, Steven M. Chermak, Thomas J. Holt & Gary LaFree (2021) Social Learning and Social Control in the Off- and Online Pathways to Hate Crime and Terrorist Violence, Studies in Conflict & Terrorism, 44:9, 701-729, DOI: 10.1080/1057610X.2019.1585628  Simi P, Sporer K, Bubolz BF. Narratives of Childhood Adversity and Adolescent Misconduct as Precursors to Violent Extremism: A Life-Course Criminological Approach. Journal of Research in Crime and Delinquency. 2016;53(4):536-563. <https://journals.sagepub.com/doi/pdf/10.1177/0022427815627312>  Matthew L Williams, Pete Burnap, Amir Javed, Han Liu, Sefa Ozalp, Hate in the Machine: Anti-Black and Anti-Muslim Social Media Posts as Predictors of Offline Racially and Religiously Aggravated Crime, The British Journal of Criminology, Volume 60, Issue 1, January 2020, Pages 93–117, https://doi.org/10.1093/bjc/azz049 |
| Oct 27 | Hate crime and terrorism  Congressional Research Service (2022) Sifting Domestic Terrorism from Domestic Violent Extremism and Hate Crime. <https://sgp.fas.org/crs/terror/IN10299.pdf> |
| Nov 3 | Social media and propaganda  Binny M et al. (2019) Spread of Hate Speech in Online Social Media. WebSci '19: Proceedings of the 10th ACM Conference on Web ScienceJune 2019 Pages 173–182. <https://dl.acm.org/doi/pdf/10.1145/3292522.3326034>  Mainack Mondal, Leandro Araújo Silva, and Fabrício Benevenuto. 2017. A Measurement Study of Hate Speech in Social Media. In Proceedings of the 28th ACM Conference on Hypertext and Social Media (HT '17). Association for Computing Machinery, New York, NY, USA, 85–94. <https://dl.acm.org/doi/pdf/10.1145/3078714.3078723> |
| **SHORT ANSWER TEST 2 [DUE NOV 9, 11:59pm]** | |
| Nov 10 | The role of criminal, constitutional, international, and administrative law  International norms and international law (genocide/violence against women, etc)  Ghafoori, Bita & Caspi, Yael & Slobodin, Ortal. (2019). Global Perspectives on the Trauma of Hate-Based Violence An International Society for Traumatic Stress Studies Briefing Paper. <https://www.researchgate.net/publication/334761582_Global_Perspectives_on_the_Trauma_of_Hate-Based_Violence_An_International_Society_for_Traumatic_Stress_Studies_Briefing_Paper> |
| Nov 17 | Hate crimes and the police  Brendan Lantz, Andrew S. Gladfelter & R. Barry Ruback (2019) Stereotypical Hate Crimes and Criminal Justice Processing: A Multi-Dataset Comparison of Bias Crime Arrest Patterns by Offender and Victim Race, Justice Quarterly, 36:2, 193-224, DOI: 10.1080/07418825.2017.1399211  <https://doi.org/10.1080/07418825.2017.1399211>  Congressional Research Service (2021). Department of Justice’s Role in Investigating and Prosecuting Hate Crimes. <https://sgp.fas.org/crs/misc/IF11312.pdf> |
| Nov 24 | **NO CLASS MEETING - UNIVERSITY CLOSED** |
| Dec 1 | LAST CLASS MEETING  Getting out of hate groups  Bubolz, Bryan F., and Pete Simi. 2015. "Leaving the World of Hate: Life-Course Transitions and Self-Change." American Behavioral Scientist (June): 1-21  <https://www.dhs.gov/sites/default/files/publications/1004_OPSR_TP_Leaving%20the%20World%20of%20Hate_2015-508.pdf> |
| DEC 8-13 | EXAM PERIOD per UNIVERSITY |
| DEC 12 | **SHORT ANSWER AND RESPONSE TEST 3 [DUE DEC 12, 11:59pm]** |