Cover Page
Request for New Course

Tracking # 02/03-137

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Please read the complete instructions (http://webhost.bridgew.edu/fgorga/acc/detail_instruct.htm) for important details on making a proposal.

Level: ☒ Undergraduate ☐ Undergraduate/Graduate ☐ Graduate

Title: Hate Crime

(no more than 30 characters)

Course Prefix: CJ   Course #: 388   Credits: 3 credits

Estimated Enrollment: 40   Section Capacity: 40

Frequency of offering: Yearly

This course: ☒ is an elective

☐ is required for majors in _____

☐ is required for minor in _____

☐ is a required cognate for majors in _____

☐ will satisfy the GER in _____

This course is a: ☒ lecture ☐ laboratory ☐ studio ☐ practicum ☐ other (_____)

Prerequisites: Either SO 102 or SO 103 and both CJ 201 and SO 328

(List course prefixes and numbers. State "none" if appropriate.)

Catalog Description:

Crime that is committed as a result of bigotry is commonly referred to as Hate Crime. This course examines the political and social significance of these crime events. In addition, this course reviews theories of prejudice, the role of youth subcultures in the development of the neo-Nazi skinhead movement, typologies of hate groups, motives, hate crime victimology, recruitment strategies of hate groups, hate speech, and correctional responses.

(Remember this description will appear in print. Please use whole sentences and proper grammar in writing the description.

Submitted by: Walter F. Carroll   Date: February 1, 2003

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Request for New Course: CJ 388 Hate Crime

Justification

Hate crimes are unique crime events. Victims are chosen because they represent a group or groups perceived by the perpetrator as possessing a set of reviled yet immutable characteristics. The primary aim of the perpetrator is to send a clear message that goes beyond the immediate victim, but to the victim's community. It is a message that dehumanizes and subordinates the victim to an inferior social standing. The result, hate crimes deprive the victim and the victim's community of a sense of security and freedom. The historical victimization of racial, ethnic, religious, and sexual orientation minorities adds to this sense of vulnerability. Moreover, there is empirical evidence that suggests that the impact of hate crime victimization exceeds that of ordinary crime victimization.

In 1998 approximately 7,800 bias incidents and hate crimes were reported in the United States. Of these, 55% were racially motivated, 18% were due to religious bias, and 17% due to sexual-orientation bias (U.S. Dept. of Justice, 1998). The advent of hate groups in America is traditionally marked by the appearance of the Ku Klux Klan 140 years ago. The American skinhead movement began with an estimated several hundred members in 1987, increasing to approximately 3,000 by 1989 (ADL, 1989). Worldwide the neo-Nazi skinhead movement has spread to at least 33 countries with an estimated membership of 70,000 (ADL, 1995).

This course was originally developed in 1995 as a result of research interests and the need to examine the import of this crime phenomenon. Students will study this topic in a comprehensive manner. Theoretical explanations for this behavior and the examination of the characteristics of hate crime acts, bias-motivated acts, and hate speech will be reviewed. Students will also examine studies which focus upon the effects of hate crime victimization.

This course will contribute to the overall objectives of the undergraduate criminal justice program. In this single course the student will review: the criminal justice system, juvenile justice, law enforcement, law adjudication, and criminology within the context of hate crimes.

Syllabus
CJ 388: Hate Crime

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Course Description:

This course examines how bigotry motivates criminal behavior on micro and macro societal levels by focusing on hate crimes perpetrated by individuals, groups, and governments. The psychological and sociological theories of prejudice, the role of youth subcultures in the development of the neo-Nazi skinhead movement, typologies and recruitment practices of hate groups, motives, hate speech, and correctional responses are reviewed. Students will also examine studies, which measure the effects of hate crime on victims.

Course Objectives:

Students in this course will:
- Acquire an understanding of prejudice as a crime motive
- Develop an understanding of the distinction of hate crime from other criminalized acts
- Understand the social and political implications of hate crimes
- Consider hate crime within a historical context
- Examine major youth subcultures and their contributions to the neo-Nazi skinhead movement
- Learn about the recruitment strategies of hate groups
- Gain an increased understanding of how the criminal justice system responds to hate crime
- Learn of community-based interventions
- Strengthen their research, writing, and verbal communication skills

Required Texts:

Hamm, Mark S. (1994). *American Skinheads. The Criminology and Control of Hate Crime.*
    Westport, Connecticut: Praeger.
Perry, Barbara. (2001) *In the Name of Hate. Understanding Hate Crimes.* New York: Routledge.

Matsuda, Mari J., Lawrence III, Charles R., Delgado, Richard, Crenshaw, Kimberle Williams.
    (1993). *Words That Wound. Critical Race Theory, Assaultive Speech, and the First
    Amendment.* Boulder, Colorado: Westview Press.

Levin, Jack. & McDevitt, Jack. (1993). *Hate Crimes. The Rising Tide of Bigotry and Bloodshed.*
    New York: Plenum Press.

Class Format:

Lectures, class discussions, class activities, and exercises will be used to analyze and understand course materials. <u>You are expected to read assigned chapters PRIOR to coming to class</u>. Preparation is essential for successful class participation

Attendance Policy:

Student attendance is expected and class attendance will be regularly taken. If you miss more than five classes without excuse, your final course grade will be dropped by a full letter grade. For example an A outcome will result in a final grade of B; a B outcome will result in a C, and so on. An excused absence requires written documentation explaining the absence. No documentation…no excused absence.

Examination and Paper Policy:

There will be no make-ups permitted for announced exams except for the case of serious illness of the student or a member of his or her immediate family. All such excuses must be documented by a medical doctor. [See 'make-up tests' pg. 48 in the BSC Catalog].

Course Requirements:

- Class participation (20%)
    The learning experience has greater depth when it is a communal process. Our class time is a collective experience made richer by the various perspectives represented in class. Each of your opinions, questions, and insights are important! Consistent thoughtful participation in class will benefit your final grade.
- 2 Exams (20%)
    These exams will cover various assigned readings.
- Research Project (30%)
    See the project specifications stated below.
- Final Exam (30%)
    The final exam will be cumulative; reflecting course content in its entirety.

Research Project: **Testing Stereotypes**

This project requires that you explore stereotypes. You must select someone who represents a group that is commonly stereotyped. This individual should differ from you along one of the following areas:

1. racially
2. ethnically
3. religious tradition
4. sexual orientation
5. gender

Next, select a particular stereotype or belief that is commonly linked to your subject's group, e.g. White females favor affirmative action, White males favor the death penalty; Asians are anti-Black; Blacks are politically liberal; Irish are hot-tempered, lesbians do not think highly of males, Jews are frugal, men do not see women as equals, etc.

Once you've selected a stereotype, choose a research method to explore this opinion. Please consider carefully the issue you are exploring. Your technique of data collection must be effective for your purposes. You may consider the following techniques:

1. Conduct a semi-structured interview
2. Develop a questionnaire and administer it to a minimum of five people that belong to the selected group
3. Field observation

Once you've acquired your data, you must then compare it with the stereotype under review. Did the data affirm or dispel the stereotype?
Length required: 6 to 8 pages.

This paper will have three parts:

- Part I – Discussion of the stereotype selected
- Part II – Discussion of the methodology used and the data acquired
- Part III – Analysis- what was discovered?

Course Outline:

Unit 1 – Theories of Prejudice
Unit 2 – Identifying the Traits of Hate Crime
Unit 3 – Understanding Youth Subcultures and the Evolution of Neo-Nazi
        Skinheads
Unit 4 – Examining the Dynamics of Hate Speech within the framework of the First
         and Fourteenth Amendments
Unit 5 – Correctional Responses and Community-Based Interventions

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