

Hate Crimes
CJ 3315
Fall 2018

INSTRUCTOR:

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COURSE CONTENT:

This course will discuss the causes, incidence rates, and controls of hate crimes in the United States and other countries. We will examine both legal and social scientific sources of information. While it is important that you understand the basic information that will be presented, it is also vital that you examine that information critically. Although there will be some lecturing, classes will consist primarily of discussion and activities. For that reason, you must (1) complete the assigned readings on time, and (2) avoid missing class. Frequent absences will adversely affect your grade.

NOTE: THIS CLASS FULFILLS GENERAL EDUCATION AREA G REQUIREMENTS

REQUIRED TEXTS:

(1) Gerstenfeld, P.B. (2017). *Hate Crimes: Causes, Controls, and Controversies*, 4th Ed. Thousand Oaks, CA: Sage.

(2) Gerstenfeld, P.B. & Grant, D.R. (2004). *Crimes of Hate: Selected Readings*. Thousand Oaks: Sage.

GRADING:

Grades will be based on the following criteria: exams (60%), assignments (20%), and group project (20%). Grades will be assigned as follows:

90 to 100 - A

80 to 89 - B

70 to 79 - C

60 to 69 - D

Below 60 - F

Exams:

There will be 3 exams. Although the format of these exams may vary somewhat, they will generally be a combination of essay and short answer. Except in the most dire of emergencies, **NO MAKEUP EXAMS WILL BE PERMITTED**. However, the lowest of your 3 exam scores will be dropped; therefore, you may miss or do poorly on one exam without it affecting your grade. If you will miss more than one you must let the instructor know now.

The exam questions will be based on class discussion, lectures, films, and the readings. You are responsible for all the material in the readings, even if it isn't expressly discussed in class. Attached to this syllabus is a list of exam dates.

Assignments:

Throughout the term, you will be given periodic short assignments. If you miss class, it is your responsibility to find out if you've missed any assignments. **No late assignments will be accepted.**

Group Project:

You will be working with a small group of other students to complete a class project. More information will be given on this assignment in class.

Plagiarism: Plagiarism occurs whenever you use another person's ideas or words without giving proper credit. Plagiarism is a serious offense and will result in a failing grade in the course. It may also result in University discipline, including expulsion. If you are at all unsure about whether something constitutes plagiarism, ask the instructor!

Manners:

Written work will be accepted in old-fashioned, hard-copy format only. It will not be accepted via email, Google docs, etc. No late assignments will be accepted.

I have a pet peeve about the use of cell phones and similar gadgets during class. They're disruptive, especially when they ring in the middle of class or when students decide to do text-messaging during discussion or lecture. During class, all cell phone ringers must be turned off, and the phones must be stowed away. **If I see or hear your phone during class, you will be given an extra assignment to complete of my choosing.**

Class will begin promptly, and you are expected to be in class on time. Repeated tardiness may result in a lowering of your grade. I will not repeat any announcements or information I have given at the beginning of class.

All exams will begin on time, and you will not be permitted to take an exam if you are not present when it begins. Your grade will also be affected if you leave the room repeatedly during class. If you have an appointment that will require you to leave class early, or if you have a medical condition that requires frequent departures, let me know ahead of time.

SCHEDULE OF TOPICS

DATE	TOPIC	READINGS
Aug. 25-Sept 4	Introduction	Chapter 1, Reading #1
Sept. 6-11	Hate Crime Laws	Reading #3, 5
Sept. 13-25	Constitutional and Policy Problems	Chapter 2, Reading #6, 7, 8
Sept. 27	EXAM 1	None
Oct. 2-11	Who Commits Hate Crimes	Chapter 3, Reading #9, 11, 13
Oct. 16-25	Organized Hate Groups	Chapter 4, Reading #14, 15, 16
Oct. 30	EXAM 2	None
Nov. 1-13	Hate Crime Victims	Chapter 5, Reading #18
Nov. 15-20	Fighting Hate	Chapter 6, Reading #22, 23
Nov. 27-29	International Issues	Chapter 7, Reading #26, 27
Dec. 4	Group Presentations	None
Dec. 6	EXAM 3	None

****NOTICE: DUE TO EXTENUATING CIRCUMSTANCES, ALL DATES ARE SUBJECT TO CHANGE. CHANGES WILL BE ANNOUNCED IN CLASS. YOU ARE RESPONSIBLE FOR REMAINING APPRISED OF ANY CHANGES.****

"Stanislaus State respects all forms of diversity. By university commitment and by law, students with disabilities are entitled to participate in academic activities and to be tested in a manner that accurately assesses their knowledge and skills. They also may qualify for reasonable accommodations that ensure equal access to lectures, labs, films, and other class-related activities. Please see the instructor if you need accommodations for a registered disability. Students can contact Disability Resource Services (DRS) for additional information. The DRS website can be accessed at <http://www.csustan.edu/DRS/>. For assistance, call DRS at (209) 667-3159."

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Group Project

The purpose of this project is to create something that will have a real impact on reducing hate crimes or on reducing the effects of hate crimes.

Step One: Choose your group.

Each group must consist of no more than 5 people. You may work alone if you want to.

Step Two: Choose a project.

We will discuss this step in class. You should remember to keep your project feasible. By **September 11** each group must give me a written description of their project. The description should contain the names of all the group members, and should be about one or two pages long. It should describe in some detail (1) the purpose or goals of the project; (2) the steps that you will take to implement the project; and (3) a timeline for your project.

Step Three: Implement the project.

Each group will need to arrange meeting times to plan and implement the project.

Step Four: Present the project.

No later than **Dec. 4**, each group will hand in to me a packet. This packet must include a typed paper (approximately 4-5 pages long) that contains the following information: (1) group members' names; (2) the purpose or goals of the project; (3) a detailed description of what you did; (4) an assessment of how well the project met its goals or purposes. The packet should also include any other materials you have created as part of the project (videos, web pages, handouts, etc). Your grade will be based on the contents of this packet. All members of the group will receive the same grade. Grades will be assigned based on the project's creativity, thoughtfulness, thoroughness, and accuracy, as well as on the quality of the packet you hand in.

On **Dec. 4** each group will give a very brief presentation to the class on the project.

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Dr. Gerstenfeld

ASSIGNMENT 1

This assignment is due Sept. 4

For this assignment, you will be interviewing three people. You can interview anyone you want, except other students in this class. Ask each person the following questions, write down their answers, and type them up. Let them know that their responses will remain anonymous. Please do not identify the people in your assignment; you can refer to them by their initials or simply as Interviewee A, Interviewee B, and Interviewee C. Make sure to put your own name on the assignment.

1. What is a hate crime?
2. Have you heard or read about any hate crimes? Please describe them. Did any of them occur around here?
3. In your opinion, are hate crimes worse than ordinary crimes? Why or why not?
4. What, if anything, do you think should be done to address hate crimes?

ASSIGNMENT 2

This assignment is due Oct. 4.

Choose one of the following: a song, movie, book, advertisement, or TV program (choose just a single episode). Answer the following questions about it. Type your answers and make sure to put your name on your paper.

1. In a paragraph or so, name and describe your choice.
2. Now focus on how your choice portrayed members of one particular group (e.g., women, African-Americans, Latinos, gays, Asian Americans, Arab Americans, handicapped people, the elderly, etc.). Which group have you chosen?

3. How were members of that group portrayed? What occupations or hobbies do they have? In what activities were they shown engaging? In what ways (if any) were they portrayed differently than members of other groups?
4. Was the portrayal generally positive or negative? Was it accurate? Did you notice any stereotypes?
5. In general, how accurately do you feel this particular group is portrayed by the media?

ASSIGNMENT 3

This assignment is due Oct. 18.

Visit an extremist website. If you have trouble finding one, google the name of one of the groups in the book. ***Make sure you're visiting a website operated **BY** an extremist group and **not** one (such as the ADL or SLPC) **ABOUT** an extremist group.***

Type your answers to the following questions and make sure to put your name on your assignment.

1. What is the URL of the site you visited? What group or individual does it belong to?
2. In a few sentences, describe the group's main beliefs.
3. What kinds of materials/information are on the website?
4. Is it obvious from the website that this is an extremist group, or do they attempt to appear unbiased? Give examples.
5. What kind of people do you think will primarily be attracted to this website and this group? Do you think this website does a good job recruiting or providing information for the group?

ASSIGNMENT 4

This assignment is due Nov. 6.

Instructions: For this assignment you will choose to interview someone who has been the victim of prejudice, discrimination, or intolerance because of his or her race, ethnicity, gender, sexual orientation, age, disability, or religious beliefs. It would be especially nice if this person was a member of a different group than you. Ask the following questions, take notes, and summarize to me the responses. NOTE: Do NOT simply ask the person to fill in the blanks. You should ask the questions orally, and do the writing yourself. Type the results. You do not need to disclose the identity of the person, but do provide a little bit of biographical information (such as their gender and age, and the basis on which they believe they were victimized).

1. Describe an incident in which you experienced prejudice, discrimination, or intolerance.
2. What did you do in response to this incident?
3. How did the incident make you feel?
4. Why do you think the person, group of people, or institution that acted intolerant did what they did?
5. Do you think they would agree with your explanation?
6. What was the lesson you came away with from this incident?
7. Did this incident make you more or less tolerant toward others?

ASSIGNMENT 5

This assignment is due Dec. 4

Your assignment is to bring some food for a potluck brunch! You should bring a single dish that is representative of some part of your ethnic or cultural heritage. We don't have any facilities to refrigerate or heat the food, so make sure it'll be okay at room temperature. Bring sufficient quantity for everyone in the class to have a small taste.

Also bring with you an index card with your name(s), the name of the dish, and a mention of what country/culture/ethnicity it comes from. Also, for the benefit of vegetarians, please put a star in the upper right hand corner if the dish contains meat.

I will provide plates and silverware.