

**HATE CRIMES
CRJU467**

INSTRUCTOR:

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INFORMATION ABOUT PROFESSOR

Professor: Ben Fleury-Steiner, PhD.
336 Smith Hall; I'll also have **office hours Mondays 10:00 A.M. – Noon**. If those times conflict with your courses, you can make an appointment to see me at another time.
Office phone: 831-8221; bfs@udel.edu ***Please come by and introduce yourself early in the term!***

COURSE CONTENT:

Hate is an age old societal phenomenon, but *hate crime & hate speech* are relatively new additions to the legal vernacular. In the past decade, hate crimes and hate speech--the latter particularly on university campuses--have become problems of law and justice that have received increased political, academic, and public attention. The objective of this seminar is to explore the causes, penalties, and constitutional issues revolving around hate crime, hate speech on campus, and resulting laws.

COURSE OBJECTIVES:

- (1) Understand the arguments for and against hate crime laws and campus speech codes.
- (2) Understand the development of hate crime and campus speech codes over time.
- (3) Understand the contemporary legal debate around hate crime laws in general and hate speech codes on university campuses in particular.
- (4) Understand the social and psychological reasons behind why individuals commit hate crimes and/or join hate crime organizations.
- (5) Understand how organized hate groups are structured, what they believe, how they recruit, and the types of activities they engage in.
- (6) Understand the magnitude of and challenge in identifying hate crime victimization in the U.S.
- (7) Understand the challenges confronting any and all future efforts to fight hate crime in both domestic and global contexts.

3 REQUIRED TEXTS:

(1) Gerstenfeld, P.B. (2004). Hate Crimes: Causes, Controls, and Controversies. Thousand Oaks, CA: Sage.

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

(3) Gould, J.B. (2005). Speak No Evil: The Triumph of Hate Speech Regulation. Chicago: University of Chicago Press.

COURSE REQUIREMENTS:

Class Participation: 10% of grade

Expectations for Class Participation

To facilitate learning names and grading participation, I will ask you to fill out a form that includes biographical information as well as a photograph of yourself:

Both are due: Tuesday, September 6, 2005.

Participation is graded on a scale from 0 (lowest) through 4 (highest), using the criteria below. Class participation is critical because what you offer to the class is what you and others learn from. I expect the average level of participation to satisfy the criteria for a "3".

Grade	Criteria
0	Absent.
1	<ul style="list-style-type: none">· Present.· Tries to respond when called on but does not offer much.· Demonstrates very infrequent involvement in discussion.
2	<ul style="list-style-type: none">· Demonstrates adequate preparation: did reading, but does not show evidence of trying to interpret or analyze them.· Offers straightforward information (e.g., straight from the reading), without elaboration or very infrequently (perhaps once a class).· Does not offer to contribute to discussion, but contributes to a moderate degree when called on.· Demonstrates sporadic involvement.
3	<ul style="list-style-type: none">· Demonstrates good preparation: knows reading facts well, has thought through implications of them.· Offers interpretations and analysis of reading material (more than just facts) to class.· Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.· Demonstrates consistent ongoing involvement.
4	<ul style="list-style-type: none">· Demonstrates excellent preparation: has analyzed and thought about reading exceptionally well, relating it to other material (e.g., lecture, discussions, experiences, etc.).· Offers analysis, synthesis, and evaluation of reading material, e.g., puts together pieces

of the discussion to develop new approaches that take the class further. · Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. · Demonstrates ongoing very active involvement.
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A Word on Attendance:

It goes without saying that in order to earn minimal credit for participation I expect you to attend all class meetings.

Do not call me ahead of time to tell me that you will miss class, unless you expect to miss several classes in a row. But in timely fashion I do expect you to submit to me a formal written note or email which explains the absence and states the date or dates involved. These notes make record-keeping easier, and together with your signature on the sign-up sheet constitute your record of attendance, on which part of your final grade depends.

If you come in late, please sit near the door and remember to sign the attendance sheet.

You are responsible for all assignments, announcements, and lecture or discussion material covered in every class meeting.

Exams: 65% of grade

There will be 3 exams (including the Final Exam). Although the format of these exams may vary somewhat, they will generally be a combination of True-False, 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.

Group Paper & Presentation: 25% of grade

Each student will be assigned to a group for the semester. Groups are required to produce both an oral presentation and a group paper. Your topic must address some substantive area of hate crime or hate speech covered in the course **& must be approved** by the instructor.

***There will be four stages to this project:**

STAGE	ASSIGNMENT	DUE DATE
1	Brief overview of how the group will address the chosen topic	Tuesday, September 27, 2005
2	Detailed outline of what will be accomplished in the paper (including references to be explored)	Tuesday, October 11, 2005
3	Complete draft of paper	Tuesday, November 8, 2005
4	Final Paper	Tuesday, December 6, 2005

The final paper must be between 10 and 15 pages, exclusive of the title page, references, and any appendixes or diagrams added. The major points in your paper must be substantiated by references to articles in academic journals and/or professional books (*not including introductory textbooks; and not including material assigned for this course*). A minimum of 5 citations is expected. Citations and references should follow the American Journal of Sociology citation method elaborated in an attachment to the syllabus.

The brief overview, detailed outline, and complete draft are required to secure a grade, however will not be graded individually. These stages are your opportunity to secure advice regarding additional sources and areas of specific focus from the instructor. The final draft will be penalized one letter grade for failure to submit any of these three stages. All stages of the work must be kept together in an envelope with the names of all group members printed on the outside. When the final paper is submitted, the envelope must contain the products from the first three stages of the group process, as well as the instructor's feedback.

Extensive feedback from the instructor will be provided on the complete draft, and should be used to guide the writing of the final group paper. The final paper is due the last day of class. In addition to the substantive material to be graded, student peer evaluations will be distributed to gauge effort on the part of individual group members. Unless there is a major problem with individual group members, students in a particular group will receive the same grade on the paper.

Group Presentation:

On the date your group is assigned, you are to make an oral presentation to the class. This oral presentation should be 20-25 minutes in length, and present materials relevant to your topic. It is important that you integrate the topic your group has chosen with material discussed throughout the semester. It is recommended that all oral presentations involve the use of visuals such as, but not limited to, videos, power point presentations, overheads, etc. **The instructor must be advised well in advance of any equipment you need for your group presentation.** If time permits, each presentation will be followed by a brief question-answer period from fellow students and/or the instructor. On the first day of presentations, student peer evaluations will be distributed to gauge effort on the part of individual group members. Unless there is a problem with individual group members, students in a particular group will receive the same grade on the paper and presentation.

GRADING

Requirement	% of grade
Exam I	25%
Exam II	20%
Final	20%
Group Paper & Presentations	25%
Attendance & Participation	10%
Total:	100%

Grading Scale:

A Range:	100-95=A; 94-90=A-
B Range:	89-86=B+; 85-83=B; 82-80=B-
C Range:	79-76=C+; 75-73=C; 72-70=C-
D Range:	69-66=D+; 65-63=D; 62-60=D-
F:	59>F

SCHEDULE OF TOPICS

MONTH	DATE	TOPICS	READINGS
August	8/30	Course Introduction	
September	9/1-9/15	Hate Crime Laws; Hate Speech Codes	PG Chapter 1-2 PG&G Reading 1,3 Gould Chapter 1-3
September	9/20-10/6	Constitutional & Policy Problems	PG Chapter 3 PG&G Readings 6, 7, 8 Gould Chapter 4-6
September	9/27	Stage 1 DUE	
October	10/11	Stage 2 DUE Exam 1	
October/November	10/13-11/8	Hate Crime Offenders, Organized Hate, & Hate Crime Victims	P.G. Chapter 4-6 P.G.G. Reading 9, 11, 13, 14, 15, 16, 18
November	11/8	Draft of Paper Due Exam 2	
<i>*No class Thursday, 11/17 *No class Thursday, 11/24</i>	11/10-11/24	Hate Crime Victims, Fighting Hate, & the Future	P.G. Chapter 6-7, 9 P.G.G. Reading 18, 22, 23
November/December*	11/29-12/6	Group Presentations	
December	12/6	Final Paper Due	
December	TBA	Final Exam	

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

Important Dates to Remember:

9/27 (Stage 1 of group paper due); 10/11 Stage 2 due and Exam 1; 11/8 Draft of paper due & Exam 2; 12/6 Final paper due

Citation System:

1. Format of References in Text: All references to monographs, articles, and statistical sources are to be identified at the appropriate point in the paper by last name of author, year of publication, and pagination (i.e. page numbers) where appropriate, all within parentheses. Footnotes are to be used only for substantive observations. Specify subsequent citations of the same source in the same way as the first one - do not use "ibid."
 - *when author's name is in the text: Duncan (1959).
 - *when author's name is not in text: (Gouldner 1963).
 - *pagination follows year of publication: (Lipset 1964, pp. 61-65).
 - *for more than three authors, use "et al" in the text for all citations except the first.
 - *for institutional authorship, supply minimum identification from the beginning of the complete citation: (U.S. Bureau of Census 1963, p. 117).
 - *with more than one reference to an author in the same year, distinguish them by use of letters (a,b) attached to the year of publication: (1965a).
 - *enclose a series of references with a single pair of parentheses, separated by semicolons.
2. Format of References: List all items alphabetically by author (providing the full list of multiple authors) and, within author(s), by year of publication, in an appendix titled "References."

Examples:

Davis, K. 1963a. "Social demography." Pp. 124-37 in *The behavioral Sciences Today*, edited by Bernard Berelson. New York: Basic.

_____. 1963b. "The Theory of Change and Response in Modern Demographic History." *Population Index* 29: 345-66.

Goode, W.J. 1967. "The protection of the inept." *American Sociological Review* 32: 5-19.

Moore, Wilbert E., and Arnold S. Feldman. 1960. *Labor Commitment and Social Change in Developing Areas*. New York: Social Science Research Council.

Sanford, Nevitt, ed. 1962. *The American College*. New York: Wiley.

Weber, Max. (1921) 1968. "Society's Problems." pp. 12-16 in *Economy and Society*, edited by Guenther Roth and Claus Wittich. New York: Bedminster.