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Hate Crime (C127)
Fall 2004
T 7-9:50 p.m.
SSH 100
Office hrs: Tues. 5:30 p.m.
to 7 p.m. or by appointment

HATE CRIME

Course Topic: National attention increasingly is focused on hate crimes, especially after 9-11. As an identifiable social problem connected to systematic discrimination, changing and strained intergroup relations, and newfound legal mobilization, bias motivated violence—what is now often called hate crime—is as old as humankind. Nonetheless, *The National Law Journal* noted that the 1990s may go down in history as the “the decade of hate—or at least of hate crime” (Rovella 1994:A1). Perhaps the 21st Century will too. This observation attests to growing public concern with the perpetration of violence motivated by hate or bias, as well as recent legal and extra legal efforts undertaken to stem what some analysts refer to as a “rising tide of bigotry and bloodshed” (Levin and McDevitt 2002). With this in mind, this course focuses on hate crime as a specific type of violent conduct and criminal activity, as well as social control efforts designed to curb such violence.

Course Objectives and Key Questions: The purpose of this course is to examine the causes, manifestations, and consequences of hate crimes, as well as the larger social context within which they occur, are reacted to, and seem to be proliferating. Throughout the course we will treat the study of hate crimes as a window through which a variety of social structures and processes can be rendered visible and amenable to examination, especially those related to social stability, social change, and social control. Specifically, this course addresses a timely set of interrelated questions about the politics and dynamics of intergroup violence born of bigotry and manifest as discrimination. For example, why has bias-motivated violence and its attendant categories of victimization only recently come to the forefront and recognized as a serious social problem in the U.S., especially since violence directed at people because of their real or imagined characteristics is as old as humankind? Related, why is it that injuries against some people--Jews, people of color, gays and lesbians, and, on occasion, women and those with disabilities--are increasingly recognized by the law and in the public's mind as a "hate crime," while other types of bias-motivated violence continue to go unnoticed? What is the nature of the acts that constitute hate crimes? Who commits hate crimes and why? Who is most likely to be victimized by hate crimes and why? In what ways are hate crimes and efforts to curb them connected to larger social movements? Under what conditions and how do communities in which hate crimes occur respond to such acts? What types of behaviors seem to be getting center stage in both public and policy discussions of hate crimes? Conversely, what types of behaviors evoke the attention of those charged with controlling hate crimes and/or protecting civil liberties? Who are the relevant political players and what organizations, institutions, and constituencies are

associated with both the proliferation and the social control of hate crimes? Finally, how have social control efforts been undertaken, and to what degree have they been effective?

Course Organization: To address the questions identified above, this course is organized around three general themes:

1. conceptualizing and measuring hate crimes,
2. the social context of hate crimes, and
3. the social regulation of hate crimes.

Since no single conceptual framework or theoretical position can adequately account for the complexity of the production, maintenance and control of hate crimes, this course draws upon an array of classical and contemporary theoretical work, empirical research, and case studies to address the questions identified above.

Course Requirements: Along with participating in class and reading the required material, the following constitute course requirements:

1. In-class quizzes/exercises (worth a total of 30 points).
2. A midterm examination on November 2, 2004 (worth 30 points).
3. A comprehensive final exam on December 7, 2004 (worth 40 points).

Make-up quizzes and exams are not given. If you miss them, you simply do not earn the points.

Suggestions: Although it is not required, I encourage you to elect to get acquainted with one another. Exchange your phone numbers and e-mail addresses. Form study groups. Engage in collaborative learning. Studies show that students who engage in collaborative learning tend to do better in college and beyond. Also, I encourage you to see me and/or the TAs as often as is necessary to do well in this course. Do not wait until problems are exacerbated or concerns are outdated to seek assistance. Try to make it to our office hours, but if that is not possible make an appointment. If you extend the effort, we will be available and willing to help you do well in this course. Any student who feels he/she may need an accommodation based on the impact of a disability should contact the instructor privately to discuss his/her specific needs. Also, contact the Disability Services Center at 949-824-7494 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

Course Materials: The following constitute required reading for this course:

1. *Hate and Bias Crime: A Reader* (2003), edited by Barbara Perry (BP)
2. *Hate Crimes: Confronting Violence Against Lesbians and Gay Men* (1992), by Gregory M. Herek and Kevin T. Berrill (HB)
3. *Making Hate a Crime: From Social Movement to Law Enforcement* (2001), by Valerie Jenness and Ryken Grattet (JG)

These books are available for purchase on amazon.com and at the UCI bookstore.

Links to Slides: [Conceptualizing Hate Crime](#), [Measuring Hate Crime](#), [The Context of Hate Crime](#), [Moral Panics](#), [The Social Control of Hate Crime](#).

Course Outline and Assigned Readings: The outline below indicates what we will be doing and when we will be doing it. Due dates and topics are not chiseled in stone; all topics and dates are tentative and subject to change. If changes are made, they will be announced in class. It is your responsibility to be in class.

INTRODUCTION: THINKING ABOUT HATE CRIMES

A. *Introducing the Problem (Week 1)*

1. Survivor's Stories, by Brenner, Gravel, Hassel, and Sarris in *Hate Crimes: Confronting Violence Against Lesbians and Gay Men* (HB)
2. Hate Crimes Hurt More, Chapter 9 of *Hate and Bias Crime: A Reader* (BP)
3. Consequences for Victims: A Comparison of Bias and Non-Bias-Motivated Assaults, Chapter 10 of *Hate and Bias Crime: A Reader* (BP)
4. Introduction: The Hate Crime Agenda, Chapter 1 of *Making Hate a Crime* (JG)
5. Connecting the Past to the Future: Hate Crime in America, Chapter 1 of *Hate and Bias Crime: A Reader* (BP)
6. Hate Crime: An Emergent Research Agenda, Chapter 2 of *Hate and Bias Crime: A Reader* (BP)

B. *Conceptualizing Hate Crimes (Week 1)*

1. Thinking More Clearly About Hate Motivated Crimes, Chapter 8 of *Hate Crimes: Confronting Violence Against Lesbians and Gay Men* (HB) and Chapter 3 of *Hate and Bias Crime: A Reader* (BP)
2. Gender Bias Hate Crimes: A Review, Beverly McPhail, Chapter 19 of *Hate and Bias Crime: A Reader* (BP)
3. Examining the Boundaries of Hate Crime Law: Disabilities and the “Dilemma of Difference”, Chapter 20 of *Hate and Bias Crime: A Reader* (BP)

C. *Problems of Measurement (Week 2)*

1. The Emergence of an Anti-Hate Crime Movement and the Construction of an Epidemic of Violence, Chapter 2 of *Making Hate a Crime* (JG)
2. Documenting the Victimization of Lesbians and Gay Men: Methodological Issues, Chapter 17 of *Hate Crimes: Confronting Violence Against Lesbians and Gay Men* (HB)
3. Primary and Secondary Victimization in Anti-Hate Crimes: Official Responses and

Public Policy, Chapter 18 of *Hate Crimes: Confronting Violence Against Lesbians and Gay Men* (HB)

4. Racial Harassment and the Process of Victimization: Conceptual and Methodological Implications for the Local Crime Survey, Chapter 4 of *Hate and Bias Crime: A Reader* (BP)

5. Improving the Quality and Accuracy of Bias Crime Statistics Nationally: An Assessment of the First Ten Years of Bias Crime Data Collection, Chapter 5 of *Hate and Bias Crime: A Reader* (BP)

D. Epidemiological Portraits of Hate Crime (Week 2)

1. Anti-Gay Violence and Victimization in the United States: An Overview, Chapter 1 of *Hate Crimes: Confronting Violence Against Lesbians and Gay Men* (HB)

2. Trends in Violence and Discrimination Against Gay Men in New York City: 1984-1990, Chapter 2 of *Hate Crimes: Confronting Violence Against Lesbians and Gay Men* (HB)

3. Violence in the Streets: Anti-Lesbian Assault and Harassment in San Francisco, Chapter 3 of *Hate Crimes: Confronting Violence Against Lesbians and Gay Men* (HB)

4. Violence Against Lesbians and Gay Male Youth, Chapter 4 of *Hate Crimes: Confronting Violence Against Lesbians and Gay Men* (HB)

5. Anti-Muslim Retaliatory Violence Following the 9/11 Terrorist Attacks, Chapter 13 of *Hate and Bias Crime: A Reader* (BP)

6. Victim Experiences in Hate Crimes Based on Sexual Orientation, Chapter 18 of *Hate and Bias Crime: A Reader* (BP)

7. The Mainstreaming of Hate: a Report on Latinos and Harassment, Hate Violence, and Law Enforcement Abuse in the 90s, Chapter 15 of *Hate and Bias Crime: A Reader* (BP)

8. Racial Violence Against Asian Americans, Chapter 16 of *Hate and Bias Crime: A Reader* (BP)

9. 2001 Audit of Anti-Semitic Incidents, Chapter 17 of *Hate and Bias Crime: A Reader* (BP)

II. THE CONTEXT OF HATE CRIMES: UNDERSTANDING HATE CRIMES

A. *Structural, Cultural, Interactional, and Psychological Considerations (Weeks 3 and 4)*

1. Psychological Heterosexism and Anti-Gay Violence: The Social Psychology of Bigotry and Bashing, Chapter 9 of *Hate Crimes: Confronting Violence Against Lesbians and Gay Men* (HB)
2. Examining Hate Motivated Aggression: a Review of the Social Psychological Literature on Hate Crimes as a Distinct Form of Aggression, Chapter 8 of *Hate and Bias Crime: A Reader* (BP)
3. Accounting for Hate Crime: Doing Difference, Chapter 6 of *Hate and Bias Crime: A Reader* (BP)
4. Black Church Arson in the United States, 1989-1996, Chapter 12 in *Hate and Bias Crime: A Reader* (BP)
5. Constructing Whiteness: The Intersections of Race and Gender in U.S. White Supremacist Discourse, Chapter 24 of *Hate and Bias Crime: A Reader* (BP)

B. *Social Movements, Countermovements and the Negotiation of Hate (Weeks 5 and 6)*

1. Defenders of the Faith: Hate Groups and Ideologies of Power, Chapter 21 of *Hate and Bias Crime: A Reader* (BP)
2. White Boys to Terrorist Men: Target Recruitment of Nazi Skinheads, Chapter 2 of *Hate and Bias Crime: A Reader* (BP)
3. Becoming a Racist: Women in Contemporary Ku Klux Klan and Neo Nazi Groups, Chapter 23 of *Hate and Bias Crime: A Reader* (BP)

III. SOCIAL CONTROL OF HATE CRIMES: CONSIDERING RESPONSES

A. *Legislation and Civil Liberties (Week 7)*

1. Social Movement Mobilization, Categorization Processes, and Meaning Making in Federal Law, Chapter 3 of *Making Hate a Crime* (JG)
2. Diffusion Processes and the Evolution of State Hate Crime Law, Chapter 4 of *Making Hate a Crime* (JG)
3. Judicial Decision-Making and the Changing Meaning of Hate Crime, Chapter 5 of *Making Hate a Crime* (JG)

4. The Emergence and Implications of American Hate Crime Jurisprudence, Chapter 27 of *Hate and Bias Crime: A Reader* (BP)

B. Law Enforcement and Legal Recourse (Week 8)

1. Law Enforcement Responses: Policing and Prosecuting Hate Crime, Chapter 6 of *Making Hate a Crime* (JG)

2. Policing Hatred: Police Bias Units and the Construction of Hate Crime, Chapter 28 of *Hate and Bias Crimes: A Reader* (BP)

C. Community Action, Service, and Education (Week 9)

1. Treatment and Service Interventions for Lesbian and Gay Male Victims, Chapter 14 of *Hate Crimes: Confronting Violence Against Lesbians and Gay Men* (HB)

2. Victim-Offender Mediation: The Road to Repairing Hate Crime Injustice, Chapter 29 of *Hate and Bias Crime: A Reader* (BP)

3. Promising Practices Against Hate Crimes: Five State and Local Demonstration Projects, Chapter 30 of *Hate and Bias Crime: A Reader* (BP)

4. The Prevention of Anti-Lesbian/Gay Hate Crimes Through Social Change and Empowerment, Chapter 31 of *Hate and Bias Crime: A Reader* (BP)

IV. CRITIQUE AND RECONSIDERATION

A. Where have we been? (Week 10)

1. Conclusion: Empirical Findings, Theoretical Interpretations, and Policy Implications, Chapter 7 of *Making Hate a Crime* (JG)

2. Review all of the assigned readings

B. Where do we go from here? (Week 10)