

CJ 490/590.001: Hate Crimes
Fall 2015 MW 3:00-4:15 Lloyd Hall Room 321
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Department of Criminal Justice

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Course Description:

Bias poses various sociopolitical problems for society as a whole, and the criminal justice system in particular. Hate crimes, or the intentional targeting of a person based on certain group memberships, represent perhaps the most injurious expression of bias in today's society. Adopting a multidisciplinary perspective, this course is designed to survey and critically evaluate various roots and consequences of, as well as contemporary issues involving, hate crimes. Topics are designed to expose the learner to various domains, facilitating a holistic perspective of hate crimes, as reflected by an integration of social science theory, empirical research, and criminal justice and legal practice.

Learning Objectives & Goals:

The overarching framework of the course is to provide an integrative perspective of hate crimes, ranging from causes to consequence and control efforts. As such, we cover a wide range of topics including, but not limited to, theories of prejudice and discrimination, hate crimes and law policy, and potential solutions for hate and discrimination. The course is grounded in a pedagogical stance that learning best occurs through multiple avenues: lecture, reading, discussion, writing, and a host of others. The specific learner objectives are:

1. **Multicultural perspective:** Acknowledging the uniqueness of each person's world view, the course is intended to expose the student to a number of ways to think about and experience issues of diversity. Rather than reviewing specific types of minority group experiences, we will adopt a big picture view of theories, law/policy and other bias-related topics, using various case examples to promote a multicultural view.
2. **Multi-disciplinary approach:** Grounded in a social science approach to understanding mechanisms of hate, the course draws on a variety of professional and academic disciplines. The multi-disciplinary approach highlights how individual, group and system level bias are interwoven, often involving the interplay of various disciplines criminology, law, psychology, history, political science and others. As such, we will examine topics from various disciplinary perspectives across the semester.
3. **Empiricism:** Issues of diversity, bias and prejudice tend to evoke emotional responses from many people that can skew an objective understanding. This course makes use of empirical data from a variety of disciplines to aid the student in understanding factually and empirically based comprehension of hate crimes, as opposed to opinion and rhetoric based on emotional reaction and anecdote only.
4. **Critical thinking & communication:** Consistent with an empirical approach, the course encourages the student to embrace the approach of a true scholar-practitioner. As the student reads, listens and discusses, he or she should begin to weigh the pros and cons of each topic, acknowledge limitations of current scientific knowledge, and adopt various perspectives on each issue. Learning to critically evaluate an issue, and communicate one's perspective in a coherent and factually-based manner, will foster independence and success for the student beyond this course.
5. **Self-reflection:** Everyone has personal experiences, opinions and beliefs. The goal of the course is not to demean one's experiences to date. On the contrary, the course aims to help the student place

personal experience, opinions and belief systems on issues of diversity, bias and hate in the context of science, literature and multi-disciplinary understanding. While there is most often no one correct line of thought on many of the issues we will cover, self-reflection on the part of the student may enhance one's self-understanding in terms of past experience, professional goals, political beliefs, and more.

Course Credit:

You will receive 3.0 credit hours for this course.

Prerequisites:

You must be an undergraduate enrolled at the University of Alabama, or a master's student in Criminal Justice, to take this course. Exceptions must be approved by the course professor.

Attendance Policy:

Attendance does impact your final grade (see course grading section below, professionalism subsection). Formal attendance checks are incorporated into the course via paper workshops, in-class writing assignments and other methods. Therefore, attendance is strongly encouraged. Moreover, make-up exams/assignments are usually not provided under any circumstances (see course assignment and grading section for further details).

Classroom Etiquette:

The Code of Student Conduct requires students to behave in a manner that is conducive to a teaching and learning environment. Disruptive behavior includes being verbally or physically abusive, threatening, or being disrespectful to your instructor or other students. This behavior will be subject to disciplinary sanctions as outlined by the Code of Student Conduct. Moreover, the content of this course, more than a typical course, can be of a sensitive nature. As such, respectful discourse is an absolute requirement and is incorporated into the grading system.

Please note: Turn off your cell phones during class. Cell phone use, texting, and checking text messages in class or leaving the class to check text messages or make calls may result in a full grade point deduction per time. Passing notes, cross-talking, and doing work for other classes may also earn a full grade point deduction per time.

The University of Alabama is committed to an ethical, inclusive community defined by respect and civility. The UAct website (www.ua.edu/uact) provides a list of reporting channels that can be used to report incidences of illegal discrimination, harassment, sexual assault, sexual violence, retaliation, threat assessment or fraud.

Required Texts:

Gerstenfeld, P. B. (2013). *Hate crimes: Causes, controls and controversies*. (3rd Ed.). Sage Publications: Thousand Oaks, CA.

Nelson, T. D. (2006). *The psychology of prejudice* (2nd Ed.). Pearson Education: New York, NY.

Note: Other pdf readings are assigned (see course schedule) and provided by the course professor.

Course Assignments and Grading:

NOTE for missed assignments: I typically do not accept late papers or allow make-up exams for any reason. Make-up exams or late papers will be allowed for ONLY three situations: 1) severe personal illness that is medically documented; 2) documented participation as an authorized University representative in a previously scheduled out-of-town event; 3) a documented death in the family. To the best of your abilities, students are expected to arrange for a make-up in advance of any conflicts with

exam dates. Students who are able to submit acceptable documentation will be allowed to take a make-up examination or complete a missed assignment. Sufficient documentation will be required, in addition to timely notification, in the instance where a make-up exam or late writing assignment may be accepted.

1. Professionalism (50 points; Learner Objectives 1, 2 and 4): Attendance and respectful participation in group discussion are fundamental to the success of this course. The more you put in the more you will get out of the course. You can learn a lot from your peers' differing viewpoints based on heritage, educational, geographic, professional and other backgrounds. As such, active participation, defined by more than just showing up to class, comprises **50 points (10% of the total graduate grade, 12.5% of the undergraduate grade)**. Your professor will track your participation and assign a participation grade based on your in-class contribution relative to peers' contributions at the end of the semester.

2. Quick Writes/Reflection Papers (150 points; Learner Objectives 1, 2, 3, 4, and 5):

a. 10 Quick Writes (100 points, 20% of the graduate grade, 25% of the undergraduate grade; Learner Objectives 1, 2, 3, 4 and 5): You cannot make-up quick writes for any reason if you miss them. I do not intend to lecture the entire time. Many class days are designated for debates, in-class exercises, and discussions. This will be assessed in the form of 10 or more "Quick Write" assignments in class. If you do them you will receive full credit each time. However, you need to be in class to complete Quick Writes. Each Quick Write is worth 10 points for a maximum of 100. Any you complete beyond five will be extra credit. Quick Writes may include providing your opinion on a topic we cover in class, highlighting things that worked or could be improved in class, and applying class content.

b. Implicit Association Test with Reflection Paper (25 points, 5% of the graduate grade, 6.25% of the undergraduate grade; Learner Objectives 3 and 5): Learning about one's implicit (unconscious) preferences can be very informative for enhanced self-awareness. For this reflection paper you should go to: <https://implicit.harvard.edu/implicit/takeatest.html>. Here you will be required to take any two of the implicit association tests. Print out the results of each test and place your name/ID on them. These results, along with a one page reaction paper, are due at class time on 8/31. The general format of the reaction papers are open. The only requirements is that you limit the paper to one double-spaced page, times new roman 12-point font. The grade for each reflection paper will be evaluated along the following rubric:

A (23-25 points): Deep level of processing the content and excellent writing style (e.g., grammar, spelling, organization).

B (20-22 points): Moderate level of processing the content and good to excellent writing style.

C (18-19 points): Satisfactory level of processing the content and average writing style.

D (15-17 points): Below average level of processing the content and poor writing style.

F (0-16 points) Unsatisfactory level of processing the content and below poor writing style.

c. Facing Fear Reflection Paper (25 points, 5% of the graduate grade, 6.25% of the undergraduate grade; Learner Objectives 2, 4 and 5): *Facing Fear* is a brief documentary of a former hate group member and his hate crime victim meeting years later in the context of teaching tolerance. After watching this powerful story in class on 10/28, you will compose a one-page reflection paper due at class time on 11/4. In doing so, consider how this story is impacted by, or informs, areas of course content such as theories of hate/discrimination, law/policy, victim/offender characteristics, and potential intervention. You may take any angle you'd like, as long as you apply course content to your reflection paper. The same grading criteria for Reflection Paper I applied to this paper (see details above).

3. Course Paper (200 points; 40% of the total graduate grade, 50% of the undergraduate grade; Learner Objectives 2, 3 and 4):

Each student is responsible for one paper composed over the course of the semester worth **200 points**.

You will select either a critical analysis/future directions or a research proposal. You will notice that

the course adopts a stepwise approach to developing the paper, utilizing class interaction and your groups to develop, workshop, and improve your papers. Each student may select his or her paper topic in the broad area of bias, hate, prejudice and discrimination. This includes, but is not limited to, bias and policing/law enforcement, analysis of comparative bias/hate crime policies, application/review of an existing or new theory applied to hate crimes/bias, or designing an original study. In selecting your paper topic, the student has the opportunity to do something of personal interest, using the course time to investigate something relevant to their sub-specialty (e.g., policing, forensic psychology) or area(s) of expertise (e.g., policy, research, victims, offenders). The student will choose, but may not change mid-course; (i.e., once you choose the topic, the student will be held to that expectation for the semester).

Critical analysis/future directions paper: The aims/requirements of the critical analysis paper are: a) identify a current problem/controversy/question in bias/hate, b) state very precisely a thesis concerning the problem/controversy/question, c) assess the state of the literature on the problem/controversy/question, and d) propose logical future directions/recommendations for research, theory, policy and/or practice (recommendations/future directions will obviously depend on the topic you choose).

Grades will be assigned as follows for the critical analysis paper:

- a. **Timely notification of topic:** ___/10 points.
- b. **Adherence to APA format:** ___/20 points
- c. **Identification of a clear problem and provision of a precise thesis:** ___/10 points.
- d. **Appropriate coverage of content area research literature, use of academic and professional resources, and analysis contained in the paper:** ___/30 points.
- e. **Logical recommendations for future directions in policy, research, theory, and or practice:** ___/30 points

Research Proposal: The aims/requirements of the research proposal are:

- a) Identify a current problem/controversy/question in suicide
- b) Review (concisely) relevant literature
- c) Provide literature-driven hypothesis(es)
- d) Propose a method (inclusive of measures, procedure, sample, and other aspects of an APA method section)
- e) Compose a short proposed statistical analysis

Grades will be assigned as follows for the research proposal paper:

- a. **Timely notification of topic:** ___/10 points.
- b. **Adherence to APA format:** ___/20 points
- c. **Identification of a clear problem and provision of precise hypotheses:** ___/10 points.
- d. **Appropriate coverage of content area research literature, use of academic and professional resources, and analysis contained in the paper:** ___/30 points.
- e. **Necessary and essential detail of participants, measures, procedure and proposed statistical analyses:** ___/30 points

For all papers: Failure to notify the professor of your topic/paper type and gain approval by the paper topic due date (9/9) will result in a loss of those ten points (see grading criteria below). Each paper is expected to be turned in on time (i.e., by the beginning of class time on 11/30) to the professor via turnitin.com.

All paper lengths and parameters are identical: 7 to 10 double-spaced pages, 12-point font, and other formatting consistent with APA format 6th Edition. You should note that **ANY PAPER CONTAINING IMPROPERLY CITED OR STOLEN MATERIAL WILL BE DEALT WITH SWIFTLY in accordance with University Policy (see below).**

Outlines/Workshops: Another **100 points (20% of the total grade)** will be assessed throughout the semester via in class work shopping of your paper. Failure to bring the required portions for each due date, attend and participate in workshops, or provide the topic in a timely manner will result in a zero for that portion of the grade. The stepwise approach will be conducted as follows:

1. **Identify your topic (10 points; due at the beginning of class 9/9):** The course instructor will ask for your paper topic at the outset of class. Failure to provide a precise topic will result in loss of these 10 points.
2. **Develop an outline (25 points; due in printed form at class time to the instructor AND group members on 9/30):** The outline should be approximately 1 page in length. It should contain the following: a) title/topic, b) paper type, c) problem statement(s), d) thesis/hypothesis, e) outline of lit review topics with appropriate citations, e) initial ideas for future directions section.
3. **Workshop the outline (20 points; due in class on 9/30):** Each student will briefly review their outline and receive feedback from group members. Each group member is expected to follow along and provide substantive comments on pros and areas for improvement of the paper. The course instructor will participate in these workshops, provide feedback to each student, and may seek student input on the contributions of fellow group members.
4. **Revise the outline (25 points; due in printed form at class time to the instructor AND group members on 10/21):** The outline should be approximately 2 pages, including all the same components as the first outline. It should also reflect further detail and refinement in light of previous group member feedback.
5. **Workshop your outline again (20 points; due in class 10/21):** This will be the same procedure as the previous workshop.

4. GRADUATE STUDENT ONLY Exam (100 points, 20% of the total graduate grade, undergraduates excused from exam; due in-class on 11/16; Learner Objectives 2, 3 and 4): The chance to demonstrate conceptual understanding of, and to apply, course content is an essential ability. On 11/4 the course professor will post a list of 5 to 10 essay questions. Three questions will be randomly drawn from this list for a take home essay exam to be posted on 11/11. The student will select two of the three questions to answer (each worth 50 points). The exam is due by email at class time on 11/16. Hence, students will have appropriate time to prepare for conceptual/applied answering of exam questions prior to exam day. Each exam answer is strictly limited to one single-spaced page, Times New Roman 12-point font. You may, but are not required to, bring in outside sources to support your arguments. If you do so, material must be appropriately cited and printed copies provided to the professor with your exam.

5. Final Exam Process Group (Mandatory Attendance or penalty of one letter grade; Learner Objectives 1, 2 and 5). There is no written final exam for this course. Consistent with the mission and objectives of the course pertaining to critical thinking and reflection, we will meet as a group during the final exam time. At that time we will discuss and reflect on topics and what you learned from the course. The course professor will also ask for detailed student feedback on the course. You may also feel free to bring a sample food/beverage (non-alcoholic) to share with the class that somehow reflects your cultural/heritage/identity. Failure to attend the final exam day will result in a penalty of one letter grade deduction of your final grade (e.g., dropping from an ‘A’ to a ‘B’).

Track your grade GRADUATE:

Professionalism:	_____	/50
Quick Writes:	_____	/100
Reflection Paper I:	_____	/25
Reflection Paper II:	_____	/25
Paper Outline/Workshop I:	_____	/50
Paper Outline/Workshop II:	_____	/50

Final Paper: _____/100
 Exam: _____/100
 Total (_____/500) X 100 = Course Grade

Track your grade UNDERGRADUATE:

Professionalism: _____/50
 Quick Writes: _____/100
 Reflection Paper I: _____/25
 Reflection Paper II: _____/25
 Paper Outline/Workshop I: _____/50
 Paper Outline/Workshop II: _____/50
 Final Paper: _____/100
 Total (_____/400) X 100 = Course Grade

Grading Policy:

The plus and minus point system will be used for undergraduate student grading:

A+	97-100	B+	87-89	C+	77-79	D+	67-69
A	93-96	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
						F	0-59

A standard full letter grade system will be used for graduate student grading:

A	90-100	B	80-89	C	70-79	D	60-69	F	0-59
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Note: Total percentages will be rounded to the nearest point. For instance, an overall average of 89.56 or higher will be rounded to 90, whereas an 89.55 or less will be rounded to an 89.

Writing Center

The Writing Center, located in 322 Lloyd Hall, is a wonderful resource for students. They do not proofread papers or write papers for you, but they can help with overall structure, organization, development, and mechanics. Take a copy of the writing assignment sheet and any work you've completed toward the assignment if you go. Go to <http://writingcenter.ua.edu/> for more information or to set up an appointment.

Disability Policy:

To request disability accommodations please contact the Office of Disability Services (348 4285). After initial arrangements are made with that office, you may schedule an appointment to see me during office hours for follow up.

Academic Dishonesty:

All students attending the University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. UA expects students to have a higher standard of conduct than the minimum required to avoid discipline. Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student. The Academic Misconduct Disciplinary Policy is available in the Student Affairs Handbook and can be obtained from the Student Life Office in the Ferguson Center or on the web at: www.teaching.ua.edu/policies/handbook/appendixpdfs/c.pdf

As stated in the handbook, academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help,

another student commit an act of academic dishonesty. Academic dishonesty includes but is not limited to, each of the following acts:

- a) **Cheating:** Using or attempting to use unauthorized materials, information, study aids, or computer-related information. Cheating includes getting someone else to do the work for you, either for free or by purchase.
- b) **Plagiarism (1):** Representing the words, data, pictures, figures, works, ideas, computer program or output, or anything not generated in an authorized fashion, as your own. Plagiarism includes making minor changes to someone else's work (e.g., from a student essay, Internet source, or academic article) to make it seem as if it is your own, and not referencing direct quotations by author, year, and page number, with speech marks around the quote. You cannot cut and paste information from the Internet into your own work.
- c) **Fabrication:** Presenting as genuine any invented or falsified citation or material.
- d) **Misrepresentation:** Falsifying, altering, or misstating the contents of documents or other materials related to your academic work.

Assignments that include work already completed for other classes will earn an "F" grade for the course. In other words, recycled essays (either in part or in full) will result in a failed grade.

Use of Plagiarism Detection Software:

The University of Alabama is committed to helping students to uphold the ethical standards of academic integrity in all areas of study. Students agree that their enrollment in this course allows the instructor the right to use electronic devices to help prevent plagiarism. All course materials are subject to submission to Turnitin.com for the purpose of detecting textual similarities.

Severe Weather Protocol:

In the case of a tornado warning, all university activities are automatically suspended, including all classes and laboratories. Warnings will be communicated as follows:

Weather advisory posted on the UA homepage

- Weather advisory broadcast over WVUA at 90.7 FM
- Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM
- Weather advisories are broadcast via WUOA/WVUA-TV across Central Alabama.

If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.

Class Schedule: Please be aware this is a tentative course schedule, subject to change for a variety of reasons. The course professor will make every effort to notify students immediately and through multiple avenues of communication should there be course schedule changes.

Date	Topics/Assignments Due	Readings
	Section I: Theories & Perspectives on Individual/Group Level Prejudice, Bias & Discrimination	
W 8/19	Topic: Introduction, Syllabus, and Hypothesizing Key Concepts Assignments Due: None	None

M 8/24	Topic: Defining Stereotyping, Prejudice, Bias, Discrimination & Hate Assignments Due: None	Nelson, Ch. 1 Beck & Pretzer, 2005
W 8/26	Topic: Personality & Prejudice Assignments Due: Bring handout to class for in-class activity	Nelson, Ch. 4 Sibley & Duckitt, 2008
M 8/31	Topic: Categorization & Implicit Perspectives Guest Lecturer: Joseph F. Chandler, Ph.D. (Birmingham-Southern College, Department of Psychology) Assignments Due: Implicit Association Activity & Reaction Paper	Nelson, Ch. 2
W 9/2	Topic: Ingroup/Outgroup Theories Assign Paper Workshop Groups for the Semester Assignments Due: None	Taylor & Hosch, 2004
M 9/7	Labor Day Weekend: No Class	None
W 9/9	Topic: Old-Fashioned vs. Modern Prejudice Assignments Due: Paper Type & Topic Due in Class	Nelson, Ch. 5
M 9/14	Topic: Intergenerational Transmission Perspectives Assignments Due: None	O'Bryan et al., 2004
W 9/16	Topic: "Isms" – Where is the line between appropriate discourse and prejudice? Assignments Due: None	Nelson Ch. 7 Nelson Ch. 8
	Section II: Hate Crimes: Law, Policy, Victims & Offenders	
M 9/21	Topic: Overview of Hate Crime Laws Assignments Due: None	Gerstenfeld Ch. 2 Gerstenfeld Ch. 3 Sullaway, 2004
W 9/23	Topic: Comparative Perspectives on Laws and Who Should be Protected Assignments Due: None	Mason 2014a and 2014b (there are two of them)
M 9/28	Topic: Hate Crime Victims Assignments Due: None	Gerstenfeld Ch. 6
W 9/30	Topic: Paper Outline/Workshop I Assignments Due: Paper Outline I	None
M 10/5	Topic: Victimization, Stigma & Negative Outcomes: LGBT Victims Case Study Assignments Due: None	Meyer, 2013 Herek et al., 2009
W 10/7	Topic: Hate Crime Offenders Assignments Due: None	Gerstenfeld Ch. 4 Cheng et al., 2013
M 10/12	Policing Hate Crimes Assignments Due: None	Schafer & Navarro, 2004
W 10/14	Topic: Hate Groups in America Guest Lecturer: Richard Fording, Ph.D. (University of Alabama, Department of Political Science) Assignments Due: None	TBA
M 10/19	Topic: Hate Crimes in Court Assignments Due: None	Cramer, Kehn et al., 2013 Cramer, Nobles et al., 2013
W 10/21	Topic: Paper Outline/Workshop II Assignments Due: Paper Outline II	None

M 10/26	Topic: Stories from the Civil Rights Battle Guest Lecturer: Joel Sogol, J.D. (Attorney at Law & University of Alabama Law School) Assignments Due: None	None
	Section III: Hate Crimes in Action: Application, Solutions and Future Directions	
W 10/28	Watch <i>Facing Fear</i> in class Assignments Due: None	None
M 11/2	Topic: Application - Global Hate Assignments Due: None	Gerstenfeld, Ch. 8
W 11/4	Topic: Solutions – Reducing Prejudice POSSIBLE EXAM QUESTIONS TO BE POSTED Assignments Due: <i>Facing Fear</i> Reflection Paper	Nelson, Ch. 9 Beck, 2002
M 11/9	Topic: Solutions - Advocacy Groups (Mathew Shepard Foundation, Human Rights Campaign & Southern Poverty Law Center) Assignments Due: None	Gerstendfeld Ch. 7
W 11/11	Topic: Solutions – Counseling & Psychotherapy for Prejudice Guest Speaker: Carey Marsh, MA Member of the University of Alabama Counseling Center Assignments Due: Exam Posted	None
M 11/16	NO CLASS: GRADUATE STUDENT EXAMS DUE BY BEGINNING OF CLASS TIME	None
W 11/18	Topic: Future Directions – The Future of Hate Assignments Due: None	Gerstenfeld, Ch. 9
M 11/23	Thanksgiving Week: Go Home! ☺	None
W 11/25	Still Thanksgiving: Stay Home! ☺	None
M 11/30	Topic: Application – Sample Research Issues Assignments Due: Final Paper Due	Green & Spry, 2014 Morrison & Morrison, 2002
W 12/2	Topic: Future Directions – Immigration, Obesity, & Hate Crimes Assignments Due: None	Varela et al., 2013
T 12/8	Final Exam/Process Group Potluck Dinner – Bring any kind of dish/beverage (non-alcoholic) reflecting something about your personal heritage or identity.	None

Notes: 8/26 Last day to register or add a course and last day to drop a course without a grade of "W"; 11/4 Last day to drop a course with a grade of "W". Drops after this date must be approved and processed by the student's college; 12/4 Last day to withdraw from the term without requiring approval from the student's college Dean's office