

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



MASTER SYLLABUS

JUST 441 – DOMESTIC EXTREMISM AND HATE CRIMES

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**SCHOOL OF SCIENCE, HEALTH AND CRIMINAL JUSTICE
CRIMINAL JUSTICE DEPARTMENT
SPRING 2020**

- A. **TITLE:** Domestic Extremism and Hate Crimes
- B. **COURSE NUMBER:** JUST 441
- C. **CREDIT HOURS:** 3 hours per week for 15 weeks
- D. **WRITING INTENSIVE COURSE:** No
- E. **GER CATEGORY:** N/A
- F. **SEMESTER(S) OFFERED:** Spring
- G. **CATALOG DESCRIPTION:**

This course examines the foundations of domestic extremism and hate crimes and how they are manifested in criminal behavior. Various groups who have been labeled as supporting or engaging in domestic terrorism and hate crimes will be examined. Focus is placed on the organizational structure, philosophies, and networks of domestic extremists and hate crime groups; federal and state statutory laws impacting domestic extremism and hate crimes; and the interrelationships and interactions of domestic extremist organizations and hate crime groups.

- H. **PRE-REQUISITES/CO-REQUISITES:**
 - a. Pre-requisite(s): Completion of 45 semester credit hours or permission of the instructor
 - b. Co-requisite(s): None
- I. **STUDENT LEARNING OUTCOMES:**

<u>Course Student Learning Outcome [SLO]</u>	<u>PSLO</u>	<u>GER</u>	<u>ISLO</u>
a. Describe the historical, social, and political forces relating to domestic extremism and hate crimes.	1. Students will be able to demonstrate effective written and verbal communication skills.	n/a	1. Communication (Written)
b. Summarize federal and state laws and response that address domestic extremism and hate crimes.	3. Students will be able to identify, analyze and utilize various techniques used in homeland security. Students will be able to reason ethically and understand their responsibility as a global learner.	n/a	2. Critical Thinking

c. Distinguish the key characteristics of domestic extremist and hate crime groups.	2. Students will be able to apply the core theories of homeland security.	n/a	2. Critical Thinking
d. Explain the characteristics of hate crime victims.	1. Students will be able to demonstrate effective written and verbal communication skills.	n/a	1. Communications (Written)

KEY	<u>Institutional Student Learning Outcomes [ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]
2	Critical Thinking <i>Critical Analysis [CA], Inquiry & Analysis [IA], Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

J. **APPLIED LEARNING COMPONENT:** Yes _____ No X _____

K. **TEXT:**

Gerstenfeld, P. B. (2013). *Hate crimes: Causes, controls, and controversies* (3rd ed.). Thousand Oaks, CA: SAGE Publications, Inc. [ISBN: 9781452256627]

L. **REFERENCES:** N/A

M. **EQUIPMENT:** Technology enhanced classroom

N. **GRADING METHOD:** A-F

O. **MEASUREMENT CRITERIA/METHODS:**

- Exams
- Quizzes
- Papers
- Participation

P. DETAILED COURSE OUTLINE:

- I Introduction to Hate Crimes and Domestic Extremism
 - A. Defining Hate Crimes
 - B. Defining Domestic Extremism
 - C. Toward a Practical definition: Threats Not Groups

- II The Why's and How's of Hate Crime Laws
 - A. Punishing Hate Before Hate Crime Laws
 - B. Arguments for having Hate Crime Laws
 - C. The Birth of Hate Crimes
 - D. Hate Crime Laws Today
 - i. State
 - ii. Federal
 - E. Hate Speech

- III The Hate Debate: Constitutional and Policy Problems
 - A. Hate Crime Laws and the Constitution
 - B. Which Groups Should Be Protected?
 - C. Identifying and Prosecuting Hate Crimes
 - D. Paradoxical Effects of Hate Crime Laws

- IV Committing Hate: Why and How
 - A. The Offender Profile
 - i. The "Typical" Offender
 - ii. Offender Motivations
 - B. The Psychology of Prejudice
 - C. What Makes a Bigot?
 - i. The Role of the Family
 - ii. Situational factors
 - D. Why Do People Join Hate Groups?

- V Organizing Hate
 - A. What is a Hate Group?
 - B. Hate Group Typologies
 - C. Hate Group Ideologies
 - D. Hate Group recruitment and Defection
 - E. Hate Group Activities
 - F. Women in Organized Hate

- VI Ku Klux Klan, White Supremacists, and Racist Skinhead Extremists
 - A. History of White Supremacy
 - B. Philosophy of White Supremacy Groups
 - C. Groups Associated with the Ku Klux Klan
 - D. White Supremacist Groups
 - E. Racist Skinhead Extremist groups
 - F. Law Enforcement Response to the Ku Klux Klan, White Supremacists, and Racist Skinhead Extremists

- VII Militia Extremism
 - A. Definitions of Militia Groups

- B. Origins and Ideology of Militia Groups
 - C. History of Militia Groups
 - D. Activities of Militia Groups
 - E. Law Enforcement Response to Militia Extremism
- VIII Animal Rights Extremists and Ecoterrorism
- A. Exploring Animal Rights Extremism and Ecoterrorism
 - B. Philosophy of Animal Rights Extremists and Ecoterrorists
 - C. Groups Associated with Animal Rights Extremism and Ecoterrorism
 - D. Law Enforcement Response to Animal Rights Extremists and Ecoterrorism
- IX Sovereign Citizen and Lone Offender Extremists
- A. The Sovereign Citizen Extremist Movement
 - i. Ideology and Motivation of Sovereign Citizen Extremists
 - ii. Illegal Activities of Sovereign Citizen Extremists
 - iii. Indicators of Sovereign Citizen Extremism
 - iv. Intimidation, Obstruction, and Protection
 - B. Lone Offender Extremists
 - i. Defining the Lone Offender Extremist
 - ii. Incidence and Evolution of the Lone Offender Extremist
 - iii. Motivation and Ideologies of Lone Offender Extremists
 - iv. Influences and Radicalization of the Lone Offender Extremist
- X Hate and Domestic Extremism on the Internet
- A. A Global Hate Network
 - i. Links Between Hate Groups
 - ii. The Internet
 - iii. New Possibilities for Extremists in the Internet Age
 - iv. The Internet as a Tool of Hate
 - v. Internet Hate Speech and the Law
 - vi. Responding to Hate on the Internet
- XI Hate Crime Victims
- A. Problems in Identifying Hate Crime Victims
 - i. Difficulties in Reporting
 - ii. Difficulties in Recording
 - iii. Difficulties with Self-Reports
 - B. Official Hate Crime Data
 - C. Advocacy Group Data
 - D. Hate Crimes Against African Americans
 - E. Ant-Semitic Hate Crimes
 - F. Hate Crimes Against LGBT People
 - G. Other Victims
 - i. Ethnicity
 - ii. Disability
 - iii. Gender
- XII Fighting Hate
- A. The Psychology of Reducing Prejudice
 - i. Theories and Models
 - ii. Changing Legal, Social, or Cultural Messages

- B. Anti-Hate Groups
 - i. The Southern Poverty Law Center (SPLC)
 - ii. The Anti-Defamation League (ADL)
 - iii. The Simon Wiesenthal Center (SWC)
 - iv. National Gay and Lesbian Task Force (NGLTF)
 - v. Other Anti-Hate Groups
 - vi. Common Features of Anti-Hate Groups
- C. Government Initiatives for Fighting Hate
- D. Other Anti-Hate Approaches
- E. Assessing Efforts to Fight Hate
 - i. Effectiveness of Major Approaches to Fighting Hate
 - ii. The Contact Hypothesis
 - iii. Social Recategorization
 - iv. Changing the Laws
 - v. Changing Cultural Norms

- XIII Global Hate: International Problems and Solutions
 - A. Distinguishing Hate Crimes From Other Events
 - B. The Narrow Study of Global Hate
 - C. The Rise of Nationalism and the Radical Right
 - D. Four Countries' Approaches to Hate Crimes
 - i. Germany
 - ii. United Kingdom
 - iii. Australia
 - iv. Canada

- XIV The Future of Hate
 - A. New Research
 - i. Areas Where Research is Needed
 - ii. Why Do Research?
 - B. Better Data Collection
 - C. Law Enforcement Responses
 - i. Police
 - ii. Prosecutors
 - D. Legislation
 - i. Groups Protected
 - ii. Civil Actions
 - iii. Legislation Concerning Law Enforcement
 - E. Globalized Hate
 - F. Fighting Hate
 - i. Focusing on Young People
 - ii. Focus on Bias in State Institutions
 - iii. Focus on Prejudices in Society

Q. **LABORATORY OUTLINE:** N/A