

## Sociology 430 – Hate Crimes

Winter 2022

FMH Room: 204

Tues & Thurs 12-1:50pm

Instructor: Wynn Strange

Pronouns: they/them/theirs

Salutations: Instructor, Professor, Comrade, Wynn

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### Office Hours

Thursday's from 2-3

By arrangement – email to schedule – evening and weekend time is available by zoom.

### Course Introduction

Hate crimes as a social issue. A hate crime is defined by social policy, culture, and media, but to understand hate crimes we need to understand hate and violence as social processes and as consequences of our social structures. Central themes in this course include unwrapping the social context of hate crimes in the US through understanding othering as a social process between individuals and on a structural level, exploring structural violence, understanding the experiences and social contexts of hate crimes in the US, and exploring critiques of hate crime legislation.

### Pedagogy Statement

You each come to this class with varied experiences and at different times in your lives. Education and growth do not happen at all the same rate and it does not follow a universal path. Who is in our lives, where we come from, what is happening around us, where we live, and how we live – all the things that make up our histories and biographies that we bring to the classroom are varied. But we all have immense potential, if given the support and opportunities to continue to grow. I have set up this course purposefully, to be flexible and participatory and to encourage engagement that recognizes your existing knowledge with the hope that you will have an opportunity to grow that knowledge.

I approach teaching through centering discussion and dialogue. Everyone has ways they learn best, that might be talking, listening, reading, watching, writing, and alone, one-on-one, in small groups, or in a class. It can take us some time before we know what works best for us, I encourage you to reflect on what has worked best for you in the past, and engage with this class in a way that works for you. And if you're not sure, try multiple ways of engaging until you

find what works well for you! However, I also encourage you to challenge yourself, as it is only through challenging yourself that you will grow.

I am here for each of you, you are not bothering me if you have a question or if you're struggling and need to communicate more frequently.

The combinations of the theories, beliefs, assumptions, and approaches I take are my pedagogy. My pedagogy statement is meant to communicate to you the way I approach teaching this class. This I believe is important because we don't hear much about what goes into class prep, and I feel it's an important part of creating a space for dialogue. I approach teaching as facilitating education, learning, and growth; I am not transmitting knowledge to you as if you are passive absorbers of facts. Knowledge is not something that a teacher owns that is gifted to students. Education and the growth of knowledge is a process, and knowledge is created and re-created by us all. I ask that you bring to this class curiosity and empathy. My hope for each of us is that we will be challenged, that we will wrestle with ideas, and that we will ask more sophisticated questions by the end of the class.

“Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other.”

Freire, Paulo. *Pedagogy of the Oppressed*

“I don't need you to have answers at the end of this class, I want you to have more sophisticated questions, and a desire to learn even more about what you don't know.”

Chris Andersen

### Course Caveats & Ground Rules

(Adapted from the American Society of Criminology's Division of Critical Criminology and Social Justice's Sociology of Hate Model Syllabus)

This course is designed to engage in a critical analysis of hate crime and the social factors that facilitate othering, violence, and hate. The materials in this course will challenge deeply held and normative social beliefs. Please keep in mind that they are the product of rigorous scholarly research, peer review, and acceptance. In the spirit of scholarly discourse, critique of the reading and viewing material in this course should be based on similarly reputable scholarship. This standard will foster a collegial debate, mutual learning, and respect in the classroom.

If this course were a movie, it would be rated R (if not NC-17)! Some of the materials we engage will include extreme, foul language and bigoted language, sexually explicit material, and potentially graphic violence. There will also be explicit references to these things in class, when necessary to illustrate a point. The subject matter of this course is likely to create an emotional response in most students who engage with the course material. It is my goal as an instructor to facilitate dialogue around issues of bigotry and hatred. I would encourage students to be open and honest about such reactions and to explore using the tools of sociological analysis the roots of their feelings. While there is a place for each of these forms of interaction, I encourage us to strive for dialogue whenever possible and discussion when necessary, but to avoid debate.

### Ground Rules for Discussions

- While I encourage making connections to your other classes and your own experiences, discussion should first center around the course materials. What do the readings and videos say about the topic(s)?
  - Do not offer opinions without supporting evidence.
  - Always have your book, readings, and notes in front of you.
- Take responsibility for the quality of the dialogue.
  - Be prepared to learn from each other as well as the instructor.
  - Listen actively and attentively.
  - Ask for clarification, additional explanation, or examples if you are confused or don't know something. If you have a question, it is likely that others do too.
  - Build on one another's comments; work toward shared understanding.
  - Do not monopolize discussion.
- Take responsibility for respecting each other and the people we discuss in class.
  - Critique ideas, not people.
  - Do not interrupt one another.
  - Avoid put-downs (even humorous/sarcastic ones).
  - If you are offended by anything said during discussion, acknowledge it immediately.
- Be conscious of stereotypes. If you use personal experience when you speak, do so without generalizing.
- Consider anything that is said in class strictly confidential.

### Ground Rules for Lectures

- Arrive on time. Class will start on time and you may miss out on important announcements if you are late. If you are late, enter with the least disruption possible. Check with your fellow students at the end of class if you missed announcements.
- Turn your cell phone off/on silent.
- Use laptops only for legitimate class activities (note-taking, assigned tasks).

- Do not leave class early without letting the instructor know in advance.
- Try not to distract or annoy your classmates.

If I feel that a student is being disruptive or disrespectful I reserve the right to ask the student to leave for the remainder of the class session. If a student is asked to leave, I will have a one-on-one meeting with that student to discuss the reason they were asked to leave.

If a student feels uncomfortable in the classroom because of another student and I do not address the interaction in class, I ask the uncomfortable student to speak with me. While I am sensitive to a variety of circumstances that may cause discomfort, I cannot know all circumstances that may be challenging. I take all reports seriously, and will work with the student for a resolution.

If, for whatever reason(s), you feel you cannot engage with this kind of material in an academic and professional manner, then please choose not to take this course. If you choose to continue in this course and find particular material emotionally disturbing, please inform the instructor immediately so that we can negotiate your continued participation in the immediate discussion and/or the course.

## Course Calendar

This is where you can follow our readings and upcoming assignments. These can change throughout the term, so make sure you have the most recent syllabus!

Week/Topic	Readings	Assignments
1 (1/4) – Welcome	Welcome! Syllabus review and introductions	In class activity.
1 (1/6) – Othering	<p>Taking a social interactionist approach to othering.</p> <p>Read: Schwalbe, Godwin, Holden, Schrock, Thompson, &amp; Wolkomir. (2000). Generic Processes in the Reproduction of Inequality: An Interactionist Analysis.</p> <p>Listen: NPR. Texas Executes Man Convicted In 1998 Murder Of James Byrd Jr.  <a href="https://tinyurl.com/2p8zb3k4">https://tinyurl.com/2p8zb3k4</a></p> <p>Peruse: <a href="https://www.justice.gov/hatecrimes/hate-crime-statistics">https://www.justice.gov/hatecrimes/hate-crime-statistics</a></p>	
2 (1/11) – Othering cont.	<p>Looking at othering on a social structural level through the racial formation perspective.</p> <p>Read: Omi &amp; Winant. (2015). Chapter 4: The Theory of Racial Formation from Racial Formation in the United States.</p>	Select a hate crimes case
2 (1/13) – Intersectionality	<p>Understanding how categories are created through an intersectional lens.</p> <p>Read: Crenshaw. (1989). Chapter 4. Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics</p>	
3 (1/18) – Violence	<p>Read: Fanon. (1961). Concerning Violence. From The Wretched of the Earth.</p> <p>Listen: Translash Media Presents the Anti-Trans Hate Machine (podcast) Ep. 1: It's Not Really About Sports</p>	Submit the news article search assignment
3 (1/20) – Violence	Read: Mbembe. (2003). Necropolitics.	

	Listen: Translash Media Presents the Anti-Trans Hate Machine (podcast) Ep. 2: A Coordinated Attack on Trans Youth	
4 (1/25) – Hate Crime History & Interpretation	<p>In-class: Watch Matthew Shepard Was a Friend of Mine.</p> <p>Peruse: <a href="https://www.hrc.org/resources/hate-crimes-timeline">https://www.hrc.org/resources/hate-crimes-timeline</a></p> <p>Read: Congressional Research Service. Federal Data on Hate Crimes in the United States. Mar. 22 2021.</p> <p>Read: Posner (1986). Legal Formalism, Legal Realism, and the Interpretation of Statutes and the Constitution.</p> <p>Listen: Translash Media Presents the Anti-Trans Hate Machine (podcast) Ep. 3: Transphobia In A Suit</p>	In class activity.
4 (1/27) - Hate Crime History	<p>Read: King, Messner, &amp; Baller. (2009) Contemporary Hate Crimes, Law Enforcement, and the Legacy of Racial Violence.</p> <p>Watch: SPLC on Hate Crimes: <a href="https://www.youtube.com/watch?v=qCNuUFBuA74">https://www.youtube.com/watch?v=qCNuUFBuA74</a></p> <p>Listen: Translash Media Presents the Anti-Trans Hate Machine (podcast) Ep. 4: Money, Power and A Radical Vision</p>	Summary paper #1
5 (2/1) – Hate Crime Offenders	<p>Read: McDevitt, Levin, &amp; Bennett. (2002). Hate Crime Offenders: An Expanded Typology.</p> <p>Read: Phillips. (2009). The Prosecution of Hate Crimes: The Limitations of the Hate Crime Typology.</p>	Quiz #1 opens
5 (2/3) – Hate Crime Offenders	<p>Read: Razack. (2020). Settler Colonialism, Policing and Racial Terror: The Police Shooting of Loreal Tsingine</p> <p>Watch: Cohen, Christopher, Boger, Zaal, Fetzer Institute, &amp; Bullfrog Films. (2015). Facing fear. [Distributed by] Bullfrog Films.</p>	Quiz #1 due

6 (2/8) – Centering religious experience	<p>Read: Barka. (2006). Religion, Religious Fanaticism and Hate Crimes in the United States.</p> <p>Read: Considine. (2017). The Racialization of Islam in the United States: Islamophobia, Hate Crimes, and “Flying while Brown.”</p>	
6 (2/10) – Centering Latinx experience	<p>Read: Cuevas et al. (2021). Hate Crime and Bias Victimization of Latinx Adults: Rates from a Multisite Community Sample.</p>	
7 (2/15) – Centering disability experience	<p>Read: Piggott. (2011). Prosecuting Disability Hate Crime: A Disabling Solution.</p>	Summary paper #2
7 (2/17) – Centering Asian experience	<p>Read: Gover, Harper, &amp; Langton. (2020). Anti-Asian Hate Crime During the COVID-19 Pandemic: Exploring the Reproduction of Inequality.</p> <p>Watch: Democracy Now. March 22, 2021. Viet Thanh Nguyen on Roots of Anti-Asian Hate from U.S. Colonialism to Anti-China Political Rhetoric.</p>	Quiz #2 opens
8 (2/22) – Centering queer experience	<p>Read: Ramirez, Gonzalez, &amp; Galupo. (2018). “Invisible During My Own Crisis”: Responses of LGBT People of Color to the Orlando Shooting.</p> <p>Watch: Gares, Randjelovic, Cox, McDonald, Satre, &amp; Tugg Inc. (2016). Free CeCe! Tugg Edu.</p>	Quiz #2 due In-class activity.
8 (2/24) – Centering Jewish experience	<p>Visit the Oregon Jewish Museum and Center for Holocaust Education in downtown Portland</p>	
9 (3/1) – Critiques of hate crime legislation	<p>Read: Lamble. (2014). Queer Investments in Punitiveness: Sexual Citizenship, Social Movements, and the Expanding Carceral State.</p>	Presentation slides due for everyone. Presentations begin.
9 (3/3) - Critiques of hate crime legislation	<p>Read: Spade. (2011). What’s Wrong With Rights? From Normal Life: Administrative Violence, Critical Trans Politics, &amp; the Limits of Law.</p>	Presentations continue.
10 (3/8) – The impact of hate crimes	<p>Read: Paterson, Brown, &amp; Walters. (2019). The Short and Longer Term Impacts of Hate Crimes</p>	Presentations continue. Quiz #3 opens

	<p>Experienced Directly, Indirectly, and Through the Media.</p> <p>Read: Gelber &amp; McNamara. (2015). Evidencing the Harms of Hate Speech.</p> <p>Watch: A Devastating Hate Crime in Kansas:  <a href="https://www.youtube.com/watch?v=K3iHH5wRMfE">https://www.youtube.com/watch?v=K3iHH5wRMfE</a></p>	
10 (3/10) – The impact of hate crimes	Read: Bell & Perry. (2015) Outside Looking In: The Community Impacts of Anti-lesbian, Gay, and Bisexual Hate Crime.	Presentations continue. Quiz #3 due
		Final paper due 3/16.

### Due Dates

Quizzes will be online and will be taken at home outside of class time. All quizzes will be open book but I highly recommend that you complete the readings ahead of time. Quizzes will be available to complete for one week, opening one week before they are due. Quiz opening and due dates are listed in the course calendar.

Class reflections (described in the participation section of the syllabus) and in class activities will be turned in at the end of the class session they are completed.

Other assignments (selecting a hate crime to analyze, the news media search, summary papers 1 & 2, the final paper, and the presentation slides) are all due at the beginning of class the assignment is listed under. **The presentation slides will be turned in online in Canvas, all other assignments must be printed and turned in at the beginning of class.**

### Writing Assignment Guidelines – For all writing assignments

Why do we have assignment guidelines? Because as I read 30+ papers it is helpful for me to have easy-to-read documents. It takes you a minute to get these settings correct, if I am doing this it can easily expand into a lot more work on top of creating all the assignments, preparing for discussion, and grading with feedback. It can save me so much time if I don't need to ask for new files.

1. All writing assignments should be printed and turned in at the beginning of class. If you turn in late work electronically, be sure it is saved in a document (Word .docx or a pdf). Do not submit your assignment as a link to Google docs (links to cloud docs introduce technical challenges with permissions) or as a .pages file (my computer can't open these).
2. Use a common font (Times New Roman, Arial, Calibri)
3. Use 11- or 12-point font size



4. Double space lines
5. Use default margins (typically 1 inch)
6. Do not submit your final work with the assignment guidelines included
7. Make sure to spell check your work
8. Use in-text citations and include a bibliography page, but no need for a title page. Use APA or ASA citation style.

Do not go under the minimum page suggestions as you will likely not provide an adequate assignment. However, you can go over the suggested page limit. Page limits are meant to help give you a sense for how much you need to say to provide enough information while doing it in a clear and concise manner.

### Assignments

1. *Select a hate crimes case. DUE 1/11*
  - a. There are several options to select from here:  
<https://www.justice.gov/hatecrimes/hate-crimes-case-examples>
  - b. If you are interested in a case that is not from this website that is great! Just let me know which case.
2. *News Article search assignment.* Do some internet sleuthing to provide context for the case. Find at least 6 news articles that covered the case. Try to find articles published at different times throughout the case, such as when the crime initially occurred, when the trial was in progress, after the trial, or a retrospective view on the case. **DUE 1/18**
  - a. Things to consider:
    - i. How did the media present the case?
    - ii. Does the media seem to present the perpetrator as sympathetic?
    - iii. What kind of language does the media use?
    - iv. Do you feel the news coverage is useful for understanding the circumstances of the case?
    - v. Does the media appear to have any bias?
  - b. Copy and paste the table below into a separate word document. Fill out the table below to take notes on your news sources. Turn in your final completed table.

Source (date) Author	Key details	Notes/reflections	Hyperlink
Example: SF Gate (Oct. 19, 2002) Henry K. Lee	-Gwen Araujo -trans teenage girl killed at age 17 in CA -Killed by 4 men who beat and strangled her	The news article at the time misgendered her. This early news coverage discusses the future of including a hate crime enhancement on criminal charges, it would add potentially up to 4 more years to sentencing.	<a href="https://www.sfgate.com/bayarea/article/Slain-Newark-teen-balanced-between-two-worlds-3-2782669.php#taboola-1">https://www.sfgate.com/bayarea/article/Slain-Newark-teen-balanced-between-two-worlds-3-2782669.php#taboola-1</a>

	-She was misgendered and dead named in the news	This is useful in understanding the initial coverage of her case. This would be useful as an example of the public's misunderstanding of gender identity. The larger social context has historically discounted and othered trans people.	

3. *Summary paper #1. DUE 1/27*

- a. Pick two of the readings from weeks 1-3. Summarize their key arguments. Based on the news articles you read about the hate crime case you selected, what is the larger social context of the case? What were the social conditions where the case occurred?
- b. Your paper should be between 3-4 pages. Be sure to have an introduction and conclusion. Follow the general writing assignment guidelines.

4. *Summary paper #2. DUE 2/15*

- a. Thinking about the readings from weeks 4-6, what is the legal context of the hate crime case you selected?
  - i. How long has the identity of the victim been included in hate crimes legislation? What significant cases preceded the case you selected (if any)?
  - ii. Is there a sense about the motivation(s) from the perpetrator? Does that motivation connect to the larger social context?
- b. Your paper should be between 3-4 pages. Be sure to have an introduction and conclusion. Follow the general writing assignment guidelines.

5. In your *final paper*, analyze the case you selected. **DUE 3/16**

- a. Use the news articles to provide context about the case and the public understanding of the case.
- b. Then, use what you wrote in your summary papers to provide theoretical background and social context for the case you selected.
- c. Using what we've learned in class, develop an argument that discusses the impact of the crime and the case. Follow the general writing assignment guidelines.

6. *Final presentation*. In a 7-10-minute presentation on your final paper: **DUE 3/1**

- a. Create slides that give us easy visual information to enhance your presentation. Your presentation should mirror your paper. But a presentation gives you the opportunity to use images from the case, screen shots of headlines, graphs and other visuals that engage your audience.
- b. Include:
  - i. Key details of the case. Who, what, where, when, etc.
  - ii. How did the media represent the case?
  - iii. What is the social context for the crime and case?

## Participation

Participation will be counted multiple ways. You must attend class regularly to get the most out of this class. You might miss important announcements and changes if you do not attend. Check with a classmate or the professor if you miss a class.

I will post discussion questions on Canvas for most readings a week before the readings are to be discussed, I encourage you to take notes for each question as you do the readings, use these questions as a reading guide. In class we will regularly have discussion. We will go through the discussion questions one by one, having small groups or pairs discuss the question, and then coming together as a class to share what you discussed in your small groups. I will fill in if there are key points that were missed. I will also go around the classroom to check in with the smaller groups. Be prepared to talk. You can talk in the smaller pairing if you're not comfortable talking in class, but you will need to participate.

Lastly, at the end of every class session we will have a debrief period where you will be asked to reflect on what we discussed in class that day. As the topics we're discussing can be difficult, I want to give everyone a few minutes at the end of each class to write down your thoughts and reflections from the class. This will give you all a brief transition to decompress from the class before heading to your next activities. These reflections will be turned in and will be used to mark participation for the day. These reflections can be short, but should be thoughtful in relating to that class materials.

## Extra credit

You can do 3 of the activities below for 2 extra credit points per activity, with 6 total possible extra credit points.

- A. Engage in a study session with one or more other students. Sessions should be at a minimum 30 minutes. *What you turn in:* document who attends and provide brief notes on what is studied/discussed. Every student who attends study sessions should document their attendance individually.
- B. Attend and participate in office hours. Bring questions or what you liked about the course content for the week. Be ready to talk about the readings and engage. *What you turn in:* Write a few brief notes on what is discussed.

- C. Attend a virtual event about a social issue (email me first with a description of the event for verification it will fit for the class). *What you turn in:* Write up a 2-4 sentence summary how the event relates to the class after you attend.
- D. Attend a talk or one-on-one coaching session with the campus Learning Center. *What you turn in:* Write up a 2-4 sentence about what you got out of attending.

## Grading

I will update grades throughout the term on Canvas.

Assignment	Points
Participation	40
In-class Activities x3 (5 points each)	15
Quiz x3 (10 points each)	30
Summary paper x2 (3-4 pages each/10 points each)	20
News article search activity	5
Final presentation	10
Final paper (5-7 pages)	30
Total	150

## Communications

I will make announcements about changes to readings and assignments in class, if you miss class you will have a harder time keeping up. Any significant changes to the class will also be emailed to the class.

I will try my very best to respond to emails within 24 hours. Occasionally emails can be missed, buried, etc. because I'm only human. If you don't hear back from me in 48 hours, send your email again to bump it to the top of my inbox.

If you send me an email please address me by my first name, Instructor, Professor, or other non-gendered salutations.

## Deadlines & Late work

In life we all have to abide by deadlines, and I understand you are all at varying stages of learning how to manage your schedules to meet competing deadlines. We are also continuing to live with the logistical, emotional, and psychological impact of covid.

With all that said, I will accept late work. Though I urge you to adhere to the deadlines when possible. I ask that if you are going to turn in something late, that you turn it in within 3 weeks of its deadline. If you need to turn in something late, here is what that would look like: up to 3 weeks late, no penalty. 3+ weeks late, half a grade off.

One of the reasons following the deadlines is helpful is so that your work, and my work in reading and responding to your assignments, is more evenly spread out and thus more manageable. Sticking to the schedule also helps ensure you get the most out of this class.

If you struggle to stick to the schedule, let me know as early in the term as possible.

### Accommodations

Students with disabilities who may require accommodations are encouraged to contact the PSU Disabilities Resource Center (DRC) and the instructor at the beginning of the term to arrange accommodations. The DRC will provide all services remotely and ask that you engage with them via phone, email, or Virtual Front Desk unless you are unable to do so and require an in-person visit. We appreciate your consideration of immunocompromised and chronically ill students, staff, and community members. Please call our office at 503-725-4150 or email us at [drc@pdx.edu](mailto:drc@pdx.edu). You can visit the DRC website at <http://www.pdx.edu/drc>

Disabilities that may require accommodations include: ADD or ADHD; Allergies; Autism Spectrum; Cerebral Palsy; Chronic Medical; Cognitive Disorder; Diabetes; Head Injury; Hearing Impairment; Learning Disability; Orthopedic/Physical; Psychological; Seizures; Speech; Temporary Medical; Visual Impairment; and Other Disabilities.

I encourage students with any of the above disabilities or other disabilities who are not already registered to explore the DRC website, as you may find that your education experience can be made more enriching through available accommodations: <https://www.pdx.edu/disability-resource-center/accommodations>

### Academic honesty

I expect that you are here to learn, and that you want to learn. I understand that there are times that it seems like shortcuts are worth taking, but you will shortchange yourself if you cheat or plagiarize. If you are struggling, please speak with me so that we can make a plan. You are expected to be academically honest. Your assignments in this class must be your original work. You can refer to the Student Conduct Code for more information on PSU policies. Plagiarized work will result in failing the assignment, and may be reported to the university.

### What is plagiarism?

If you use a direct quote (i.e. someone else's words), you must include it in quotation marks and cite the source, including author(s) name(s), the date of publication, and the page number. If you summarize or paraphrase an idea from another person, you must cite the source, including author(s) name(s) and the date of publication. Failure to cite your sources, whether intentional or not, is plagiarism.

We need to give credit where credit is due! Being able to synthesize your words with the words of others to make an argument, and being able to point to the original author are key skills to develop.

This syllabus is a living document, that means that it may change! If there are changes, I will alert you all in class, via email and Canvas.

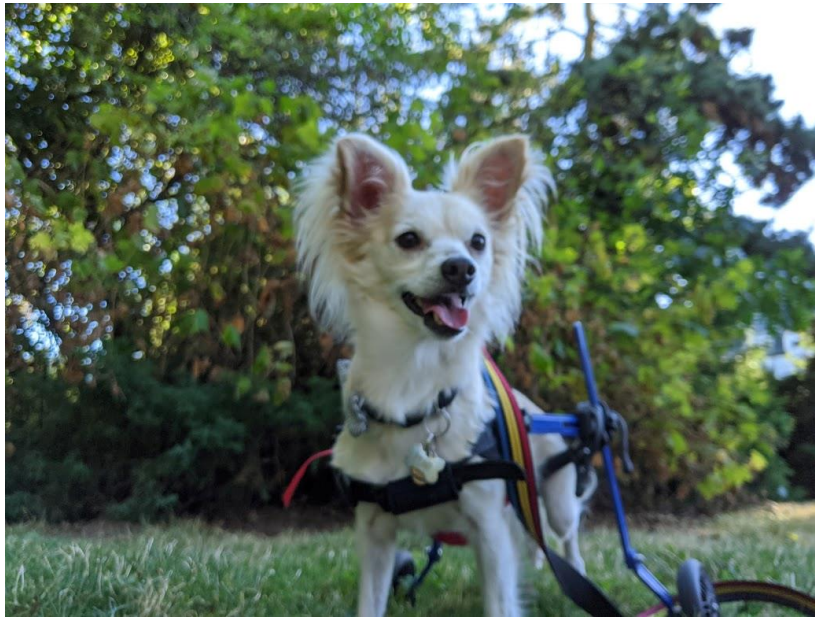


Photo: Your instructor's dog Remi. Remi is a mix with some papillon, Pomeranian, and chihuahua. He's eight years old and paralyzed in his rear so he uses a mobility device when outside. He is suspicious of other dogs but will accept treats from any human who offers one.