

**Bias Crimes  
Winter 2005**

Sociology 430/530  
MWF 12:45-1:50  
PCAT 138  
Portland State University  
TA: Sammy Shaw

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Course Description

Hate crimes are a recently "discovered" social problem but bias motivated violence has a long history as a domestic form of terrorism. In this course we will look at how hate crime has become a social issue, especially the way official institutions have responded to the problem. A central theme will be the role that gender plays in the commission and awareness of hate crimes. Only a small percentage of hate crimes are committed by "hate groups" so we will also examine the mainstreaming of bias crimes and the ideology behind them. This will include the analysis of propaganda and coded language in the popular media and the Internet. Finally, we will analyze the grass-roots response to hate crimes and evaluate their effectiveness. The course will be conducted around class discussion, research projects, guest lectures and weekly writing assignments.

Student Expectations (430 students)

The class will generally follow a lecture format, but we will have regular class discussions and I encourage students to ask questions. This is a "special topics" class so the reading load will be heavy and there is an expectation of a general background in sociological ideas. Your actual grade will be based on these tasks:

**Mid-Term Exam (20%)** There will be an exam on the week of Jan. 31 based on the readings and class discussions. The exam will follow the format of multiple choice and short essay.

**HC Journal (35%)** Using a standard composition journal, short weekly writing assignments will be given. Some of these assignments will be based on your reviews of the readings, some will require some research and some will involve interviewing people involved in hate crime prevention (or actual hate criminals).

**Research Project (35%)** Working around class themes, you will be conducting a research project on hate crimes. You will have the option of conducting a deductive quantitative project or an inductive qualitative project, but both will require the collection of raw data and it's subsequent analysis. Each student will turn in a 15-25 page paper on March 9.

**Attendance (10%)** Attendance in each class is mandatory. It is mandatory for you to get out of this class what someone is paying for you to get out of it. You cannot

just “get the notes.” A role will be passed around each class and you will sign your own name. Your attendance score is based on the percentage of classes your in attendance for. There are no excuses, only choices.

**Make-up tests** Make-up tests must be scheduled in advance. They are essay format and generally more difficult than the original exam.

Student Expectations (530 students)

Graduate students always have higher expectations to meet. The graduate student expectations are structured as follows:

**Mid-Term Exam (20%)**

**HC Journal (25%)**

**Research Project (25%)**

**Attendance (10%)**

**Discussion Group Leader (10%)** Grad students will organize discussion sessions around central themes of the course.

**Outside Text Analysis (10%)** Grad students will read and critique a relevant sociological text on hate crimes, turning in a 8-10 page review.

Texts

Jack Levin (2002), *The Violence of Hate*. (VH)

Barbara Perry (2001), *In the Name of Hate: Understanding Hate Crimes*. (NH)

Barbara Perry (2003) *Hate and Bias Crime: A Reader* (R.)

Class Schedule

<i>Week of:</i>	<i>Topic:</i>	<i>Readings:</i>
Jan. 3	Defining and measuring hate crimes "How do we know?"	VH: pp. 1-18 NH: intro, 1 R: Intro 1 (p. 3), 5
10	Hate crimes as a social problem "From Columbus to McVeigh"	VH: pp.18-28 NH: 2 R: 1, 9
17	How we study hate crimes "Qualitative and quantitative research" MLK DAY MONDAY!	NH: 3 R: 2, 13 VH: 2
24	Race-Gender nexus "Racism and sexism as American values"	VH:3 NH: 4 R: 6, 19
31	Gay-bashing as a social problem "Matthew Sheppard: Man of the Year?" MID-TERM THIS WEEK	VH:4 NH: 5 R: 10. 31

Feb.	7	Hate group ideology 1: status "White men built this country... "	R: 21, 23
	14	Hate group ideology 2: holy war "The Turner Diaries and NW Imperative"	NH: 6 R: 24
	21	Recruitment and the Internet "Looking for a few pissed off kids"	R: 22, 25
	28	Community responses to hate crimes "The grass-roots tolerance movement"	NH: 7 R: 29, 30
Mar.	7	Institutional responses to hate crimes "Hate crime laws and hate-free police?"	NH: 8 R: 27, 28

#### 14 Final Discussion (Monday 12:30-2:20)

##### Readings from *Hate and Bias Crime: A Reader*

Intro 1 – Defining and Measuring Hate and Bias Crimes

5 – McDevitt, “Improving the Quality and Accuracy of Bias Crimes Statistics”

1 – Petrosino, “Connecting the Past to the Future”

9 – Iganski, “Hate Crimes Hurt More”

2 – Green, “Hate Crime: An Emergent Research Agenda”

13 – Perry, “Anti-Muslim Retaliatory Violence Following the 9/11 Terrorist Attacks”

6 – Perry, “Accounting for Hate Crime”

19 – McPhail, “Gender Bias Hate Crimes”

10 – McDevitt, “Consequences for Victims”

31 – Cogan, “The Prevention of Anti-Lesbian/Gay Hate Crimes”

21 – Perry, “Defenders of the Faith”

23 – Blee, “Becoming A Racist”

24 – Ferber, “Constructing Whiteness”

22 – Blazak, “White Boys to Terrorist Men”

25 – Levin, “Cyberhate”

29 – Shenk, “Victim-Offender Mediation”

30 – Wessler, “Promising Practices Against Hate Crimes”

27 – Jacobs, “The Emergence and Implications of American HC Jurisprudence”

28 – Bell, “Policing Hatred”



**How much do you know about Oregon?**