

SOCIOLOGY OF HATE

Course Description

This course provides an overview of the sociological study of hate and prejudice using a variety of perspectives. It begins with an overview of the sociology of prejudice which includes the social psychology and functions of prejudice and the structural and systemic factors that influence the persistence of prejudice. The course will then cover the impact of hate through case study analysis of discrimination as it is manifested in hate crime. Analysis will then move on to a social movements study of organized hate groups in American society with detailed study of their ideology, structure, recruitment strategies, in-group dynamics, and transnational activity. Finally, the course will end with an exploration and evaluation of methods for combating hate and its social manifestations.

By the end of the semester students should have achieved the following goals:

- Understanding of the social psychological, structural, and systemic origins of prejudice and hate
- Familiarity with the forms and perpetrators of discrimination and hate crime
- Knowledge of contemporary hate groups in the United States and around the world
- Strategies for alleviating, confronting, and combating hate

Course Requirements

The class discussions and reading materials are designed to help the students achieve the goals listed above. This class will be primarily conducted as a seminar where concepts will be developed and explained through discussion. Class meetings will be heavily based on student participation and willingness to engage in the course materials. It is not the goal of the instructor to summarize the class readings. Students will also be responsible for knowing and understanding the content and themes of any films or video clips shown in class. This course will be heavily based on interaction and discussion; therefore, it is expected that students will come to class prepared to engage the course material.

The following major assignments will be used to evaluate your performance in this class.

Attendance and Participation (20% of total grade)

As with any course, attendance will be of the utmost importance. It is expected that you will attend every session of this class. In order to incentivize regular attendance, the instructor will record whether or not students are present for each regular session of class (this will not include exam days or the first session of class). Each missed session will result in a proportionate loss from the total attendance grade. Attendance to class does not simply mean being a body in the classroom. If you are not able or capable of engaging in the course material and discussion, then you should not come to class. If a student exhibits behavior that demonstrates distraction or is disruptive to the proceedings of the class (e.g. having a side conversation, falling asleep, staring out the window, reading non-course materials, using prohibited technology, etc.), she/he will lose attendance and participation credit and may be asked to leave.

Students are encouraged to engage in class discussion with both the instructor and their peers. Participation, or lack thereof, may positively or negatively affect a student's grade. Those who participate regularly by asking questions of the instructor and their peers, answering said questions, and productively furthering discussion will receive additional credit. Students who are regularly distracted

or disruptive will receive a reduction in their overall course grade in addition to the loss of attendance credit.

Exams (35% of total grade)

There will be two exams based on readings and class lectures/discussions. Each exam will be based on a significant section of the course as defined in the syllabus. The exams will be multiple choice and cover both the theoretical concepts as well as specific sociological dynamics and concepts regarding the forms of hate, hate crimes, and hate groups.

All exams will be administered via CANVAS in a computer lab during their scheduled period. Exams must be taken on the date and at the time that they are scheduled. Please contact me beforehand, if you believe that you will not be able to fulfill this requirement so that an alternative assignment may be arranged.

Research Paper (35% of total grade)

In order to explore the concepts discussed in class in greater detail, students will be required to write a research paper on any topic relevant to class material. Students will need to submit a paper proposal of at least 300 words summarizing the purpose of the final paper, definitions of key concepts, the social psychological theories that will be used to analyze your topic, and (if applicable) any hypothesis/hypotheses that will be examined. **The proposal will be due in the Assignment on CANVAS SITE on the date listed in the syllabus and will be worth 5% of your total course grade.** This paper will be graded pass/fail. Students will not be able to proceed with their research paper until their project has been approved by the instructor. Each subsequent revision of the proposal will receive a 25% deduction until it is approved.

The final research paper should be between 2000 and 2500 words in length and include a minimum of 6 scholarly sources beyond the course materials. The paper will be due at the beginning of class via the Assignment on CANVAS on the date listed in the course schedule below.

Grading for these papers will be based on the following criteria*:

- A (range):** incorporates numerous additional scholarly materials (at least 4) beyond the minimum required for each paper and “goes beyond” the basic format of the assignment to produce significant analysis and critique that is consistent with the theoretical/analytical perspectives discussed in class.
- B (range):** properly incorporates 1-3 pieces of additional scholarly material beyond the course material and the minimum additional scholarly works required by the assignment in description and analysis of the assigned organization and/or applies the relevant theory/analysis in an original and creative manner.
- C (range):** provides a basic description of the theoretical/analytical concepts evident in the assigned organization and incorporates information from original theoretical works required for class reading as well as the minimum additional scholarly works required by the assignment.
- D (range):** does not meet some of the basic criteria for adequately completing the assignment.
- F (range):** does not meet any of the criteria for the assignment.

Additional Paper Grading Criteria:

*Meeting the grading criteria for any paper assignment above does not guarantee receiving the grade listed. Other factors such as those listed below, factual errors, and significant errors of interpretation may reduce a paper grade.

Every paper must meet the minimum length requirement outlined for the specific assignment above. Any paper that does not meet the minimum word count requirement for the assignment will receive a deduction of one letter grade for 250 words, or fraction thereof, below the minimum word count requirement. The paper length is determined by the amount of substantive written content. Headers, dates, the course name, the instructor's name, works cited, and other excessive content will not count toward the final page count.

Papers must use internal citations of all materials and provide a works cited list using the American Sociological Association (ASA) citation style with their written paper. Failure to properly cite factual claims or scholarly information and/or use the proper citation format in-text and/or in the works cited list will result in a one letter grade penalty of each type of violation (lack of citation and improper format).

The cited material in the paper must come from a legitimate scholarly source and be relevant to the topic at hand. The use of non-scholarly (magazines, blogs, encyclopedia entries, etc.), outdated, or irrelevant sources will render the material invalid for consideration as an additional source per the paper guidelines. Such sources may be used in writing the paper, but will not count as scholarly sources in the criteria detailed above.

All papers will be due on the dates listed on the syllabus and must be submitted to the appropriate Assignment on CANVAS before the start of class on the day that they are due. Late papers will receive one letter grade less for every day they are late (the late clock begins at the beginning of class on the day each assignment is due). If there are technical difficulties with submitting a paper via CANVAS, it may be emailed for purposes of time-stamping, but a copy of the paper must be posted to CANVAS as soon as possible in order for it to be properly graded. Make sure to confirm that your paper has been properly uploaded to CANVAS. All papers must be submitted in Microsoft Word format. All submissions will be checked for readability within 24 hours of the deadline. Any paper submitted in an unreadable format or state (e.g. a "corrupted document") will be considered one day late. Students will be given an opportunity to resubmit a paper in the proper format within 12 hours of being notified of any errors in submission (the clock starts at the time the email is sent by the professor, not when it is received by a student). Any delay in resubmission will result in additional lateness penalties based on the timetable described above.

I will be glad to pre-read papers up to 72 hours before the due date for content only (students are responsible for making sure that their papers are free from grammar, punctuation, and spelling errors; I highly encourage you to have a third party proofread your papers for both content and linguistic errors).

Final Group Project (10% of total grade)

As a final project, students will form groups in order to present information on some aspect of prejudice and hate. Students will have two options for this project: 1) they may participate in a group that presents a skit designed to demonstrate an aspect of the course content in a manner that is entertaining without being offensive, or 2) they may participate in a panel that discusses their own experiences with some aspect of the course content. Participation in the panel is voluntary and up to the student's discretion. All students must participate in some aspect of this assignment to receive credit.

Grade Distribution

Course grades will be determined by the following standard percentage categories of total points earned*:

A 94 and above	B- 80-82	D+ 67-69
A- 90-93	C+ 77-79	D 63-66
B+ 87-89	C 73-76	D- 60-62
B 83-86	C- 70-72	F 59 and below

*In addition, the scale above may be used for converting letter grades to numeric points.

Media Policy

The audio and/or visual recording of class and other curricular activities is prohibited without the express written permission of the instructor and notification to all students in the class. Any recordings, course materials, and any lecture notes may not be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than study by students enrolled in the class without written permission of the instructor. Public distribution of such materials may constitute copyright infringement in violation of federal or state law, or University policy.

Additional Policies

In university settings, it is expected that you will seek help when you need it. If you are having trouble with the readings, lecture material, assignments, or any other matter concerning this class, please see me during office hours, after class, or by appointment. I encourage all of you to be assertive in seeking assistance whenever you need it in every university setting in which you find yourself.

The best way to contact me is in person during office hours. The best way to leave a message or ask me a short question is by email. However, email is not a good way for me to communicate complicated ideas. Try to speak to me in person if you have a question that requires more than a one or two sentence response.

I will endeavor to respond to emails in a timely manner, but emails received after 5pm Monday through Thursday may not receive a response until the following business day. Emails received on weekends and while I am traveling may also not receive a response until I return to campus. Additionally, questions about an assignment must be asked at least 48 hours before its due date.

Students must use either Mozilla Firefox or Google Chrome browsers to access CANVAS site. Any errors in submitting content to CANVAS site as a result of using an unsupported browser will be the student's responsibility and will be either uncredited or penalized per the policies listed above. Make sure to save

a copy of all of your reactions and papers to your Google Drive in order to have access to them in case of errors or problems.

Please check CANVAS site frequently. Not only is it your source for many of the course readings and assignments, but it is also the primary way in which I will make announcements regarding the progress of the course. It is the student's responsibility to view any electronic communication between the professor and the class (either email or CANVAS site announcements) in a timely manner.

Much like on an airplane, the use of electronic devices not directly related to the class is prohibited. Please turn off your cell phone, smartphone, iPod, etc. before the start of class. If you are expecting to be contacted due to a personal emergency, please inform the instructor before class. Laptop computers are permitted for note taking purposes only, if required as a result of a documented learning or physical disability or other need. If you wish to use a laptop in this manner, you must provide appropriate documentation to do so. You will be required to show me a copy of your class notes at random points throughout the semester to verify that you are engaged in the class and not otherwise distracted. The professor also reserves the right to ask any student to turn off and put away a laptop if he believes that the student is using it for non-class related purposes.

Please speak with me by the third week of class if you have a **documented learning disability** or need particular learning accommodations. We will arrange for your continued participation in the course. If an issue or problem develops over the course of the semester, please feel free to contact me as soon as possible so that we can ensure your participation and success in the course. For more information, please go to <http://www.uww.edu/csd/information/policies/documentation.html>.

Statement of Safety, Support, and Non-Discrimination

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details please refer to the Schedule of Classes; the "Rights and Responsibilities" section of the Undergraduate Catalog; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Catalog; and the "Student Academic Disciplinary Procedures (UWS Chapter 14); and the "Student Nonacademic Disciplinary Procedures" (UWS Chapter 17).

Additional Caveats

In the tradition of C. Wright Mills' *The Sociological Imagination* and Jock Young's *The Criminological Imagination*, this course is designed to engage in a critical analysis of terrorism and the social factors that facilitate and repress it. The materials in this course will frequently challenge deeply held and normative social beliefs about these issues. Please be aware that they are the product of rigorous scholarly research, peer review, and acceptance into the scholarly canon. While anecdotes are useful in demonstrating the application of such research, please refrain from using them in an attempt to negate its claims. 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)! The materials we read and especially some of the videos we will be seeing 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. In order to do so, I am attaching a helpful appendix that describes the concept of dialogue in comparison with discussion and debate. 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.

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

Required Materials

Levin, Jack. 2008. *The Violence of Hate: Confronting Racism, Anti-Semitism, and Other Forms of Bigotry*. Boston, MA: Allyn & Bacon. (abbreviated: VoH)

Levin, Jack & Jack McDevitt. 2002. *Hate Crimes Revisited: America's War on Those Who Are Different*. Boulder, CO: Westview Press. (abbreviated: HC)

Additional readings on CANVAS site.

Tentative Course Schedule

Day 1: Introduction to the course

Days 2 & 3: Social Psychology of Prejudice

Readings: HC Chapters 1 & 2, VoH Chapter 1 & 2

Days 4 & 5: Psychological, Economic and Cultural Motivations

Readings: HC Chapters 3 & 4, VoH Chapter 5

Day 6: Structural and Systemic Bases

Readings: Lippitz; Bonilla-Silva on LMS

Day 7: Types of Bias Crimes

Readings: HC Chapters 5-7; VoH Chapter 3

Day 8: Victims of Bias Crimes

Readings: Iganski; McDevitt, et al. on LMS

Day 9: Perpetrators and Bystanders of Hate Crimes

Readings: VoH Chapter 4

Day 10: Exam I

Day 11: Organized White Supremacist Groups

Readings: Berlet and Vysotsky; Vysotsky and Dentice on LMS; HC Chapter 8

Day 12: Organized White Supremacist Groups – Political

Readings: Garner; Griffin on LMS

Day 13: Organized Hate Groups – Religious

Reading: Dobratz on LMS

Day 14: Organized Hate Groups – Subcultural

Readings: Futrell, Simi, and Gottschalk; Simi and Futrell; Corte and Edwards on LMS

Day 15: Gender and the White Supremacist Movement

Readings: Blee; Ferber on LMS

Day 16: Recruitment (**Research Paper Proposal Due**)

Reading: Blazak on LMS

Day 17 & 18: Gatherings and Spaces

Readings: Ezekial; Futrell and Simi on LMS; Show Blood in the Face documentary in class

Day 18: Group Project Meeting

Day 19: Media Use

Readings: Daniels; Lee and Leets; Borgeson and Valeri on LMS

Day 20: Group Project Meetings

Day 21: Hate around the World

Reading: HC Chapter 11

Day 22: Group Project Meeting (**Research Paper Due**)

Day 23: Combating Prejudice and Hate Groups

Readings: Gerstenfeld on LMS; VoH Chapter 6

Day 24: Group Project Meeting

Days 25 & 26: Group Presentations

Final Exam Week: Exam II