MASTER SYLLABUS

JUST 441 – DOMESTIC EXTREMISM AND HATE CRIMES

Created By:  Charles M. Russo
Updated By:  N. Wildey
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:**

<table>
<thead>
<tr>
<th>Course Student Learning Outcome [SLO]</th>
<th>PSLO</th>
<th>GER</th>
<th>ISLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Describe the historical, social, and political forces relating to domestic extremism and hate crimes.</td>
<td>1. Students will be able to demonstrate effective written and verbal communication skills.</td>
<td>n/a</td>
<td>1. Communication (Written)</td>
</tr>
<tr>
<td>b. Summarize federal and state laws and response that address domestic extremism and hate crimes.</td>
<td>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.</td>
<td>n/a</td>
<td>2. Critical Thinking</td>
</tr>
</tbody>
</table>
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)

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

J. APPLIED LEARNING COMPONENT: Yes______ No__X____

K. TEXT:


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