

Course Outline

COURSE: CRCJ 4001B – Hate Crime and Right-Wing Extremism

TERM: Fall 2020

PREREQUISITES: CRCJ 1000 and Fourth-year standing in the B.A. Honours program in Criminology and Criminal Justice

CLASS: Day & Time: **Asynchronous: Wednesdays, 6-7 PM - Online**
Room: Online Asynchronous course; I will be available during class time for consultation

INSTRUCTOR: Dr. Ellen Faulkner
ellen.faulkner@carleton.ca

CONTACT: Office: Online; Zoom and Blue Button during class time
Office Hrs: **By appointment during class time Wednesday 7-9 p.m.**
Email: Ellen.Faulkner@carleton.ca

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Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or Faculty of Public Affairs 20 Teaching Regulations 2019-20 as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. Note: You no longer require a letter from a physician for the medical self declaration and assessment. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me via Zoom to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable). NOTE: For Fall 2020, due

to the COVID-19 pandemic, the Provost has directed that students seeking an academic accommodation will not be required to produce a doctor's note or medical certificate. Instead, students should use the Medical Self-Declaration form available on the Registrar's webpage.

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit:

<https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wpcontent/uploads/Accommodation-for-Student-Activities-1.pdf>

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COURSE DESCRIPTION

Welcome to CRCJ4001B. 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. 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. A central theme will be the role that gender and race plays in the commission and awareness of hate crimes. The course will explore the prevalence and victim impact of hate crime, measurement of hate crime, racist, religious and sexist/gendered and heterosexist hate crime, state responses to hate crime, international strategies, hate groups, ethnviolence, and minority-on-minority violence. Finally, we will analyze the grass-roots response to hate crimes and evaluate their effectiveness. This course articulates various theoretic grounding for hate crime and right-wing extremism in North America and incorporates a multidisciplinary experiential educational approach to the study of hate crime and right-wing extremism through the use of faculty video lectures, interactive learning, practical workshops, case studies and guest videos. Students will be required to conduct research and write an essay on a topic of their choice related to hate crime or right-wing extremism and give a presentation on their topic. Students will also be asked to post weekly responses to questions and submit reflection assignments.

Weekly Meetings: Each week (Part 1) the course will be offered online and asynchronous, and includes a series of screen capture recordings and supporting materials that you can consult, at your convenience in the online environment. Class time (Part 2) and office hours will be online and synchronous, with the teacher and students gathering via zoom or big blue button to discuss weekly course material and the teacher will then take your questions relative to the online resources, assignments and/or other areas participants wish to discuss. If you wish to schedule a one-on-one discussion with me during office hours feel free to email me to set up a time.

LEARNING OUTCOMES

- Through video lectures and assigned readings, and engagement with each other online students will be able to think critically about hate crime and right-wing extremism in North America and Internationally and state responses.
- Online interactive workshops will allow students to engage more thoroughly with the course readings and develop their practical and analytic research skills.
- Faculty and Guest speakers' videos will expose students to a breadth of contemporary hate crime studies that demonstrate hate crime theories in practice, including research that informs academic work as well as community-engaged studies.
- Special topics in video lectures will equip students with practical skills in researching hate crime and right-wing extremism, including selecting research topics, writing proposals, reflections, online postings and giving presentations.
- The final research paper and presentation will enable students to demonstrate their ability to conduct research in an area related to hate crime and right-wing extremism.

RESOURCES:

1) Required:

Perry, Barbara. (200)1. *In the Name of Hate: Understanding Hate Crimes*. New York and London: Routledge. Available as an E-Book or Paperback \$45.56. ISBN 9780203905135. <https://www.routledge.com/In-the-Name-of-Hate-Understanding-Hate-Crimes-1st-Edition/Perry/p/book/9780415927734>. Available as an E-book via Carleton University Library: <https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=170248>

2) Supplementary Text:

Perry, B. and R. Scrivens. (2019). *Right-Wing Extremism in Canada*. Springer International Publishing. E-book and PDF available online via Carleton University Library. See Reserves: <https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=5855453>

3) *In the Name of Hate* is also available online via the Carleton University Library (Reserves).

4) Additional Readings will be posted online via CuLearn.

POLICIES

(i) Contact with Professor

I will be available for consultation with students during class time or by appointment. Please e-mail me using the cuLearn e-mail system should you want to set up an appointment outside of regularly scheduled office hours.

(ii) E-mail Policy

Every student is expected to have a Carleton e-mail address and to check it regularly. University policy dictates that Professors will not send e-mails to students at any other addresses. If a class has to be cancelled, or if there is any other matter that you should know about prior to class, you may be sent an email on your Carleton account. E-mails will generally be returned within 2-3 days. **I read and respond to email between 9:00am - 6:00pm on weekdays.**

(iii) Late Assignments:

Late assignments will be penalized one point per day to a maximum of five points. Late assignments will not be accepted after the fifth day. Any assignments submitted five days after the due date will receive a grade of 0. **Computer failure, conflicts with work schedules, or similar problems are not a valid excuse for failing to submit an assignment on time.** If you require an extension for an assignment, you must make arrangements with me three (3) days ahead of time. **Students are responsible to keep an extra copy of any assignment that is submitted for evaluation.**

Please note that there are no late submissions for the final essay. Exceptions ONLY for extraordinary circumstances beyond one’s control. Please contact me early if you have concerns about submitting your final paper.

(iv)Disclaimer:

Please note that this schedule is a general guide and subject to change, as deemed necessary in keeping with course objectives.

(v) Respect

Our online classroom will be defined by a commitment to intellectual openness and the acceptance of multiple opinions. Therefore, everyone must feel safe to express opinions, beliefs, and live out their values. We will all demonstrate respect for everyone in this class during group discussions. Respect does not mean that you cannot disagree. Rather it means listening to differing perspectives without interruption, prejudice or intimidation – verbal or nonverbal. Any form of disrespect will not be tolerated.

(vi) Confidentiality

Treat any personal information that you hear about a peer or an instructor as strictly confidential.

COURSE EVALUATION: All Assignments are due at 6 p.m. on class dates.

Deadline	Assignment	Percentage
October 7, 2020 Class 5, by 6 p.m. on culearn	Essay Proposal	10%
December 2, Class 12, 2020 by 6 p.m. on culearn	Multi-media or Powerpoint Presentation	20%
December 11 Class 13 by 6 p.m. on culearn	Essay	30%
6 per term due 6 p.m.: Sept 30, Oct 7, Nov 4, Nov 11, Nov 25, Dec 2	Reading Reflections	24%
5 Online Posts per term due 6 p.m.: Sept 16, Sept 23, Oct 14, Oct 21, Dec 8	Online Posts	16%
Total		100%

Students should note that a considerable portion of your grade involves writing. An inability to present a clear and concise work will have an impact on the grade you receive for the class. Cheating, plagiarism, handing in the same assignment as someone else in the class, and handing in the same assignment or essay for two or more courses (without the permission of all instructors involved) are classified by the University as academic offences and will be dealt with accordingly.

Please note: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. **No grades are final until they have been approved by the Dean.**

COURSE REQUIREMENTS:

1) **ESSAY PROPOSAL – Worth 10% - Due Class 5 – October 7, 2020 by 6 pm. on CuLearn**

The **Essay Proposal (10%)** consists of a written (one-page or 200 word double-spaced) summary of your working essay. The Proposal must identify a theoretically grounded thesis regarding an issue of hate crime and/or right-wing extremism research, theory, law and social policy as explored in the course (related to the student's presentation), with a References list of **at least 5 (five) required/recommended sources** from the course syllabus and **5 independently scholarly peer reviewed located sources** (in addition to the 200 word summary). Utilize one of the theories from the course: strain, social control, critical criminology, labelling, feminist, intersectional, structured action theory, social construction etc. (See Perry: Chapter 2). Comment on your research methodology and how you obtained your data: Will you use a case study approach examining a hate crime incident, an examination of a legal case, media coverage of an event, policy, initiative, and will you draw from media sources and scholarly journal articles? Provide specifics about how you will conduct your search and collect your data. **Draw upon primary scholarly and government sources only** (i.e. peer-reviewed academic books and journal articles, government documents or reports available in print or on the WEB, laws, judicial proceedings). Do not draw upon, cite or reference undergraduate text books, lecture notes, overheads or handouts, popular web sites, or other popular media except by permission of instructor. **DUE WEDNESDAY OCTOBER 7th, 2020 Online by 6 p.m. (Please see the guidelines and grading rubric). Please see the list of possible essay topics on culearn.**

PLEASE NOTE: THE ESSAY PROPOSAL MUST BE HANDED IN AND GRADED BEFORE SUBMITTING THE FINAL ESSAY. NO FINAL ESSAY WILL BE ACCEPTED WITHOUT A GRADED PROPOSAL.

2) **PRESENTATION - Due: December 2, Class 12, 2020 by 6 p.m. on Culearn**

Presentations (20%): Presentations are intended to focus on your essay topic, incorporating specific issues raised in the readings or topics related to the weekly readings, and to expand on these issues by providing complementary or contradictory evidence or argument from other sources. You may use powerpoint or any other multimedia for your presentation. Each presenter is to independently contribute unique information (**and is encouraged to construct a unique essay around their presentation topic**). Presentations are to be submitted on CULearn AND posted on the discussion Forum which will allow students to view each other's presentations and comment on them. **(Please see the guidelines and grading rubric).**

3) ESSAY – Worth 30% - Due Friday, December 11, 2020 – Class 13 by 6 p.m. on Culearn

The Essay (30%) is approximately 15 double-spaced pages (3000-3500 words), and is to have five components:

- 1) **TITLE PAGE, INTRODUCTION AND THESIS STATEMENT:** Provide a title page, introduction providing the reader with an overview of your paper topic and a theoretically grounded thesis or argument on the substantive issue identified in your proposal and approved by the course instructor;
- 2) **THEORETICAL FRAMEWORK:** Provide information on what theoretical perspective you plan to utilize in your paper. Why is this theoretical framework most suitable for your argument? Draw from the theories discussed in the course textbook. Utilize one or more of the theories from the course: strain, social control, critical criminology, labelling, feminist, intersectional, structured action theory, social construction etc. (See Perry: Chapter 2);
- 3) **METHODOLOGY/DATA:** Describe how you obtained your data and what data you used to prove your thesis statement. Provide data to support your thesis statement and argument. Provide factual (empirical) support for this argument (**cite all** sources; students lose marks when claims are advanced without acknowledging a source, when cited sources are not referenced, and when referenced sources are not cited);
- 3)4) **CRITICAL DISCUSSION/CRITIQUE:** Provide a skeptical, challenging, and critical (using your own words) scholarly discussion on the relevance of this argument/evidence to the ongoing development of Hate Crime law, or anti-terrorism law and social policy. Draw from five required/recommended course readings and five independently located sources.
- 4)5) **CONCLUSION & REFERENCES:** A summary of your research findings and conclusions. Discuss your findings and provide recommendations for policy development and social justice initiatives. **Include a References list of at least 5 (five) required/recommended sources from the syllabus, preferably the course text, and 5 independently located sources). Draw upon *primary scholarly and government sources only* (i.e. peer-reviewed academic books and journal articles, government documents or reports available in print or on the WEB, laws, judicial proceedings). Do not draw upon, cite or reference undergraduate text books, lecture notes, overheads or handouts, popular web sites, or other popular media except by permission of instructor.**

DUE: FRIDAY DECEMBER 11th, 2020 by 6. p.m. (Please see the guidelines and grading rubric).

Essay guidelines:

- 1) Avoid inflammatory rhetoric, over-generalizations, and long quotations (paraphrase informational claims and theoretical postulates, acknowledging sources).
- 2) Accept no claims as self-evident or definitive, and do not exhort your reader to treat your claims (conclusions) as self-evident or definitive (you cannot “prove” anything in an essay; nor can anyone else).
- 3) Focus on interpreting and analyzing (i.e. arguing) rather than on merely describing (remembering to maintain a sceptical, challenging, critical, and scholarly (formal) tone and stance throughout the essay).
- 4) Use APA format for In-text citations and References List.

5) Remember – to fail to acknowledge a source is plagiarism; to treat a secondary source as a primary source is plagiarism; to advance a claim without a source is poor scholarship!

4) CRITICAL REFLECTION PIECE ASSIGNMENTS – Worth 24% 6x Per Term due 6 p.m. on due date: See Culearn.

Critical Reflection (24%): A one-page (250-350 word, single-spaced typed) critical reflection of **one of the required assigned academic sources from the course textbook (Perry) is to be posted online 6 times throughout the term.** Online reflections are to consist of a brief one paragraph summary of the author's substantive concern and thesis; a brief one-paragraph discussion of an interesting and/or problematic point; and a substantive one-paragraph critique (sceptical, challenging, critical) focused on the relevance of the article to social policy, law, theory, or research (optimally making reference to other course readings including government reports and documents). Students are to draw on their reflection during weekly online class forum discussions. Reflections will be evaluated at 4% each. **Due Dates: September 30 (Perry, Chapter One); October 7 (Perry, Chapter 2); November 4 (Perry, Chapter 3); November 11 (Perry, Chapter 4); November 25 (Perry, Chapter 6); December 2 (Perry, Chapter 7).**

SAMPLE REFLECTION OUTLINE:

Jane Doe
Student # 000000X
September 4, 2020
Perry, Barbara. (2001) "Introduction: The Violence of Hatred." In the Name of Hate. Understanding Hate Crimes. New York; London: Routledge. 1-6.
SUBSTANCE/ THESIS:
INTERESTING / PROBLEMATIC POINT:
CRITIQUE – RELEVANCE TO HATE CRIME POLICY, ANTITERRORISM POLICY, LAW, THEORY, &/OR RESEARCH:

5) ONLINE POSTS – Worth 16% - 5x per term: See CuLearn. Due 6 p.m. the week they are assigned.

Online Posts (16%): Five posts per term. Questions will be posted on Culearn. The questions will require you to make connections with weekly assigned course content. You will be asked to respond to the posts in the online forum. Posts can be viewed by other students in the class which will enable sharing of ideas and potential discussion. **(Please see the guidelines and grading rubric).** Length: 100-200 words. **Due dates: September 16, September 23, October 14, October 21, December 8.**

NOTE: All assignments should use a reasonably sized font (e.g., 12 point Arial or Times New Roman Font) and be double-spaced. Any citation style may be used as long as you remain consistent.

Useful Resources:

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

OTHER CONCERNS

September 30, 2020 is the last day to withdraw from winter courses with a full [fee adjustment](#) (financial withdrawal). Withdrawals after this date will create no financial change to Winter term fees and will result in a grade(s) of WDN appearing on your official transcript.

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/acadregsuniv2/#2.3>

Statement on Plagiarism

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Intellectual Property

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

SCHEDULE Please note that on occasion the class schedule may vary slightly from the course outline. This schedule is a general guide and subject to change, as deemed necessary in keeping with course objectives.

Class 1: September 9 **Introductions and Overview of the Course – What is Hate Crime? What is hate-bias motivated crime? What is Right-Wing Extremism**

Class 1, will provide an overview of the course and will explore definitions of hate crime and right-wing terrorism. You will be exposed to an overview of hate crime and right-wing extremism and you will gain an understanding of the requirements for the course.

Learning Outcomes

- Overview of definitions of hate crime and right-wing terrorism
- Hate Crime patterns Canada and the U.S.
- The present social and political context and resurgence of Right-Wing in the U.S.
- Overview of requirements for the course
- Self Introduction due – please post to Culearn (not graded)**

Required Reading:

"Hate Crimes Today: An Age-Old Foe in Modern Dress." *APA Online* 1998. 9 Dec. 2004

<http://www2.hawaii.edu/~james/hate-ap2.htm>

Janhevich, Derek E. (2001) *Hate Crime in Canada. An Overview of Issues and Data Sources*. Canadian Center for Justice Statistics: Statistics Canada – Catalogue no. 85-551.

<https://www150.statcan.gc.ca/n1/en/pub/85-551-x/85-551-x1999000-eng.pdf?st=a-wKQYcl>

Suggested Reading:

Russell, Andrew. July 15, 2020. "Canadian Armed Forces creates "hateful conduct" policy to combat extremism in its ranks." Q107.com. Online: <https://q107.com/news/7180617/canadian-armed-forces-hateful-conduct-policy-extremism/?fbclid=IwAR3bgewFatccJ7LnNmW45P1glFmPaeNibR1g6sFaVNr8mPtIJTVUK1lmMU>

Tunney, Catharine. July 13, 2020. "Quebec man accused of advocating genocide, making threats against Muslims, Trudeau. Andre Audet, 62 of Boucherville, faces a list of charges in connection with online posts." CBC News: <https://www.cbc.ca/news/politics/threats-trudeau-muslims-audet-1.5647260>

Hussain, Murraza, July 11, 2020. "The far-right revolution was waiting for an opportunity. Now, it's here." *The Intercept – Voices*. Online: https://theintercept.com/2020/07/11/far-right-coronavirus-protests/?fbclid=IwAR2qjH_2JmIP7o4qxVKWuoelGwDJy6bjZdAH703RjflksDsn_-3BVTQTW1o

Activities: See Culearn

Mini-Lecture – What is Hate Crime?

Min-Lecture: Course Expectations

Self Introduction – please post to Culearn

Video and News article: How much hate does Canada have? CBC: <https://www.cbc.ca/news/canada/hate-crime-definitions-1.5313618>

Class 2 (Overview of the Violence of Hatred) explores the ways in which difference is framed and the legal definitions of hate crime in Canada and the United States. We will explore hate crime and ethnoviolence and James Messerschmidt's structured action theory. Perry examines how traditional criminological theory fails to account for hate crime in its use of strain theory. Perry borrows from the work of Candace West and Sarah Fenstermaker in which they explore 'doing gender' and extends their theory to race and class to argue that difference is socially constructed so that we all contribute to the doing of difference. In "Framing Difference" Perry claims that difference is socially constructed, involves relations of power and that differences are multiple and overlapping. She reviews the various mechanisms for constructing difference: a) language; b) stereotypes; c) Media Images; d) legislation. She argues that law is complicit in the criminalization of racialized communities.

Learning Outcomes:

- This module explores how hate is socially structured and socially constructed.
- Students will learn how difference is framed
- Messerschmidt's social action theory
- Audre Lorde's Mythical Norm
- Doing Difference/Doing Gender/Doing Race
- The overlapping relations of power
- The Construction of Difference
- The racialization of Crime
- Activity: Post #1 Due on Culearn @ 6 p.m.**

Required Readings:

Barbara Perry, "Introduction: the Violence of Hatred." (textbook)

Perry, Barbara. 2011. "Framing Difference." In B. Perry ed. Diversity, Crime and Justice in Canada. Toronto: Oxford University Press. 16-35. On Culearn.

CBC News. June 15, 2011. "What is a Hate Crime?" (Canada). CBC News Online:

<http://www.cbc.ca/news/canada/what-is-a-hate-crime-1.1011612>

Supplementary Reading:

Human Rights Campaign. 2002. "Hate Crimes Timeline in the US." Washington, D.C. Online Source:

<http://www.hrc.org/resources/entry/hate-crimes-timeline>

Anti-Defamation League. "Introduction to U.S. Hate Crime Laws." Online:

<http://www.adl.org/assets/pdf/combating-hate/Introduction-to-Hate-Crime-Laws.pdf>

Mark Sherry. Violence Against People with Disabilities. Online: <http://wwda.org.au/issues/viol/viol1995/hate/>

Introduction to types of qualitative approaches

Video: The Shadow of Hate. Southern Poverty Law Centre. 1995. Online:

https://www.youtube.com/watch?v=kdcC_DD6imo

Activities: See Culearn

Post #1 Video: In the Shadow of Hate due on CuLearn @ 6 p.m.

Mini-Lecture (Faculty)

Class 3 (Accounting for Hate Crime: Theoretical Frameworks) introduces students to theoretical frameworks used to explain hate crime. We will review the work of writings on Oppression (Iris Marion Young and Marilyn Frye) and engage in workshops by Peggy McIntosh and Jane Elliot to explore White privilege. We will be introduced to labelling theory, social control theory and strain theories used to explain hate crime (Perry). We will explore the impact of new hate crime legislation in Canada and debate the merits of using legal sanctions to punish hate (Ian McKenna article). McKenna argues that neoliberal approaches to address hate crime do not go far enough because they fail to take into consideration how hate is structured. Failure to examine the historical and political underpinnings that perpetuate hate in our society allows neoliberal approaches to seem to fix the problem of hate, while the state fails to recognize or address historical issues such as the impact of colonization, repression, and dispossession.

Learning Outcomes

- Theoretical Frameworks – Oppression and White Privilege, Labelling Theory, Strain Theory, etc.
- Workshop Activity: Oppression and White Privilege
- Hate Crime Legislation – Canada
- Hate Propaganda
- Enhanced Sentencing Provision – Criminal Code of Canada
- Neoliberal approaches to addressing hate
- Case Study: the murder of Nirmal Singh Gill
- Activity: Post # 2 Due on CuLearn @ 6 p.m.**

Required Readings:

Iris Marion Young. 1988. "What is Oppression?" Online:

<https://mrdevin.files.wordpress.com/2009/06/five-faces-of-oppression.pdf>

Iris Marion Young. Summer 1988. "Five faces of Oppression." *The Philosophical Forum*. XIX(4):270-289. Online:

<https://wmbranchout.files.wordpress.com/2011/12/five-faces-of-oppression-iris-young.pdf>

Peggy McIntosh. Winter 1990. "White Privilege: Unpacking the Invisible Knapsack." Independent School. pp. 31-36. Online: <https://www.racialequitytools.org/resourcefiles/mcintosh.pdf>

McKenna, Ian B. (1994) Canada's Hate Propaganda Laws: A Critique." (PDF). Source: Canlii.

Supplementary Reading:

Paul Kivel. (1996). "What Color is White?" In, *Uprooting Racism: How White People Can Work for Racial Justice*. B.C.: Gabriola Island 1-47.

Activities: See CuLearn

Post #2 – Due on CuLearn @ 6 p.m.

Activity: Mini-Lecture

In Class 4, students will be introduced to hate crime patterns evident in the U.S. and Canada based on police reported hate crime data and government data collection. Critiques of the data collection process will be examined. Consider who is left out of the police data collection process. What is left out of government collected Victimization surveys? How might community-based data improve on the data collection process? What is missing from the police data collection process? Are police data collection approaches allowing us to obtain a 'true' estimate of the extent of the problem? Why? Why Not?

Learning Outcomes

- Data Collection Issues – How is hate crime defined and measured?
- The Hate Crime Statistics Act 1990 (HCSA) U.S.A.
- Police Reported Hate Crime Canada and the United States
- Hate Crime Definitions
- Patterns of Victimization and Underreporting
- Video: Problems with Hate Crime Data Collection
- Proposal Outline: Overview: Mini-Lecture
- Activity: Reflection #1, Perry, chapter One. Due on Culearn @ 6 p.m.**
- Essay Proposal Due next week -October 7**

Required Readings

Perry, Chapter One: "Defining and Measuring Hate Crime."

Moureau, Greg. (2020). Police Reported Hate Crime in Canada, 2018. Ottawa: Juristat.: The Daily. 85-002-X. Online: <https://www150.statcan.gc.ca/n1/pub/85-002-x/2020001/article/00003-eng.htm>

Supplementary Readings:

Toronto Police Services. 2019. Annual Hate/Bias Crime Statistical Report. Toronto: Intelligence Services, Hate Crime Unit. Online: <http://www.torontopolice.on.ca/publications/files/reports/2019hatecrimereport.pdf>

Federal Bureau of Investigation. 2019. *Hate Crime Statistics 2018*. Department of Justice: Criminal Justice Information Services Division. Online: <https://ucr.fbi.gov/hate-crime/2018>

B'nai Brith Canada. 2019. "Audit of Antisemitic Incidents. Toronto, Ontario. Online:

https://d3n8a8pro7vhmx.cloudfront.net/bnaibrithcanada/pages/394/attachments/original/1588351819/B'nai_Brith_Canada_Audit_2019_ENG.pdf?1588351819

Anti-Defamation League. 2018. 2017 Audit of Anti-Semitic Incidents. Anti-Defamation League: <https://www.adl.org/resources/reports/2017-audit-of-anti-semitic-incidents#introduction>

Anti-Defamation League. 2 (June 18, 2020). Reports of Anti-Asian Assaults, Harassment and Hate Crimes Rise as Coronavirus Spreads.. ADL: <https://www.adl.org/blog/reports-of-anti-asian-assaults-harassment-and-hate-crimes-rise-as-coronavirus-spreads>

National Coalition of Anti-Violence Programs NCAVP. Lesbian, gay, Bisexual, Transgender, Queer and HIV-Affected Hate and Intimate Partner Violence in 2017. NCAVP: <https://avp.org/2017-hv-ipv-report/>

Activities: See Culearn

Reflection #1, Perry, chapter One. Due on Culearn @ 6 p.m.

Essay Proposal Due next week -October 7

Mini-Lecture (Faculty Member) – Expectations for Proposal

Videos: Problems with Hate Crime Data Collection

Class 5: October 7

Accounting for Hate Crime: Doing Difference

In Class 5, students will gain an understanding of Strain Theory (Thomas Merton), Social Control Theory (Travis Hirschi) and Labelling Theory (Becker) and how these theories have been used to explain hate-motivated crime. Students will be asked to critique Strain Theory, Social Control Theory and Labelling theory and be introduced to a discussion of Critical Criminology (Marxist informed focusing on Class and deprivation; and, Mark Hamm (Skinhead subculture) and theorizing about oppression: Audre Lorde's "Mythical Norm." and feminist theorists: Catherine MacKinnon, Patricia Hill Collins, Iris Marion Young, and the work of Messerschmidt: structured action theory and how minorities are "Othered" in North American Culture. Students will be asked to consider the "Mythical Norm" as a theoretical framework used to explore oppression. Again, we will examine McIntosh's list of 'privileges' to explain and challenge white privilege. Students will be asked to watch a video on white privilege. Whitewashed: Unmasking the World of Whiteness. We will examine a case study involving the early application of s. 718 of the Criminal Code (Sentencing Enhancement) in the 1995 murder of Nirmal Singh Gill, Vancouver. Students will be asked to use theory to explain how minorities are Othered through racist attacks.

Learning Outcomes

- Students will gain an understanding of Strain Theory (Thomas Merton), Social Control Theory (Travis Hirschi) and Labelling Theory (Becker) and how these theories have been used to explain hate-motivated crime
- Students will be asked to critique Strain Theory, Social Control Theory and Labelling theory and be introduced to a discussion of Critical Criminology (Marxist informed focusing on Class and deprivation; and, Mark Hamm (Skinhead subculture) and theorizing about oppression: Audre Lorde's "Mythical Norm." and feminist theorists: Catherine MacKinnon, Patricia Hill Collins, Iris Marion Young, and the work of Messerschmidt: structured action theory and how minorities are "Othered" in North American Culture.
- Students will be asked to consider the "Mythical Norm" as a theoretical framework used to explore oppression. Again, we will examine McIntosh's list of 'privileges' to explain and challenge white privilege.
- Students will be asked to watch a video on white privilege. Whitewashed: Unmasking the World of Whiteness.
- We will examine a case study involving the early application of s. 718 of the Criminal Code (Sentencing Enhancement) involved in the 1995 murder of Nirmal Singh Gill in Vancouver. Students will be asked to use theory to explain how minorities are Othered through racist attacks.

Required Readings

Perry, Chapter 2: "Accounting for Hate Crime: Doing Difference."

Barbara Perry. 2011. "The Mythical Norm." In B. Perry ed. *Diversity, Crime and Justice in Canada*. Toronto: Oxford University Press. 57-71. On Culearn.

Supplementary Reading:

Barbara Perry. 2013. "Where Do We Go From Here? Researching Hate Crime." *Internet Journal of Criminology*. Online:

<http://www.internetjournalofcriminology.com/where%20do%20we%20go%20from%20here.%20researching%20hate%20crime.pdf>

Case Study:

Case Study: Application of s. 718 of the Criminal Code (Sentencing Enhancement) (1995): Nirmal Singh Gill.

Wood, Chris. May 4, 1998. "Crimes of Hate: Murder Charges revive the B.C. racism debate." *Maclean's Magazine*. vol 111, Issue 18.

The Canadian Press Dene Moore. December 11, 2001. "Skinheads killed Sikh caretaker to further racist cause: Crown." *Canadian Press Vancouver*.

Victoria Times Colonist. Wednesday December 12, 2001. "12-year jail term for skinhead condemned as 'excessively harsh'." Vancouver: *Canadian Press*.

Activities: See CuLearn

Reflection 2: Perry, Chapter 2: Due on Culearn @ 6 p.m.

Activity: Essay Proposal Due October 7, 2020 Online Dropbox on Culearn - 6 p.m.

Min-Lecture: Faculty Member

Video: Whitewashed: Unmasking the World of Whiteness: https://www.youtube.com/watch?v=rdaF_h06YX4

Class 6: October 14

State Responses to Hate Crime: Canadian and Police and Governmental Agencies

In **Class 6**, Students will learn the history of the Canadian and international state responses to hate crime and right-wing extremism. Students will learn about recent research on Right-Wing Extremism in Canada. Students will learn about police and governmental responses to hate crime; limitations of police classification of hate crime and Police-Community Hate Crime Liaison Committees; Limitations in reporting of hate crime and data collection; Advantages and disadvantages of collecting hate crime data by the State; Community-Based responses to hate crime; Students will view a video on the Right-Wing extremism with Barbara Perry.

Learning Outcomes

- Students will learn the history of the Canadian and international state responses to hate crime and right-wing extremism
- Students will learn about recent research on Right-Wing Extremism in Canada
- Students will learn about police and governmental responses to hate crime.
- Limitations of police classification of hate crime
- Police-Community Hate Crime Liaison Committees
- Limitations in reporting of hate crime and data collection
- Advantages and disadvantages of collecting hate crime data by the State
- Community-Based responses to hate crime
- Students will view a video on the Right-Wing extremism
- Activity: Post #3 Due @ 6 p.m.**

Required Readings:

Perry, Barbara and Ryan Scrivens. (April 2018). "A climate of hate? An exploration of the Right-Wing Extremist Landscape in Canada." *Critical Criminology*. 26(2): 169.

Derek Janhevich. 2001. *Hate Crime In Canada: An Overview of Issues and Data Sources*. Canadian Centre for Justice Statistics. Catalogue #85 -551-XIE. (ONLINE - STATISTICS CANADA). Online: <http://publications.gc.ca/Collection-R/Statcan/85-551-XIE/0009985-551-XIE.pdf>

Julian Roberts. 1995. *Disproportionate Harm: Hate Crime in Canada*. Ottawa: Department of Justice Canada. Online: https://www.justice.gc.ca/eng/rp-pr/csj-sjc/crime/wd95_11-dt95_11/wd95_11.pdf

Supplementary Readings:

Daigle, Thomas. June 19, 2020. "Canadians among the most active in online right-wing extremism, research finds." CBC News Online: <https://www.cbc.ca/news/technology/canadian-right-wing-extremism-online-1.5617710>

Global News. June 19, 2020. "There are over 6,600 right-wing extremism channels in Canada: report. Global news: <https://www.youtube.com/watch?v=RWzSgZmej8>

CBC, News. January 15, 2020. "Former Neo-Nazi provides input and boots, for B.C. play about racial violence. CBC. Kamloops. <https://www.cbc.ca/news/canada/british-columbia/former-neo-nazi-provides-his-input-and-boots-for-b-c-play-about-racial-violence-1.3397907>

Case Study: Antisemitism: Freedom of Expression in the Classroom vs. Human Rights: The Case of Malcolm Ross in New Brunswick

Scheinberg, Stephen and Karen Mock. January-February 1994. "Hate Propaganda is not a Free Speech Issue." OUTLOOK. A Canadian Jewish Monthly Newsletter.

Ross v. New Brunswick School Dist. No. 15 (1996), 25 C.H.R.R. D/175 (S.C.C.) [Eng./Fr.38pp.] Board Finding of School District Liability for Actions of Teacher Upheld

CBC News. May 31, 2001. "Nazi cartoon ruled fair comment." CBC News: <http://www.cbc.ca>

Activities: See CuLearn

Post #3: Due on Culearn @ 6 p.m.

Activity: Mini-Lecture – Faculty Member

Activity: Video: TVO: White Right: Meeting the Enemy (With Barbara Perry)

Class 7: October 21

International Strategies

In Class 7, students will examine how hate crime is defined internationally as well as the international responses to the crime. We will explore the incidence and prevalence of hate crime in various nation states and the risk of hate crime to global security. We will read the literature on the state responses to racist violence in Europe and Canada and consider how nation states frame their legislation. In the global context of hate, a public health approach to the problem of 'hate' will be considered.

Learning Outcomes

- Define hate crime internationally
- Explore international responses to hate crime
- Incidence and prevalence of the crime in various nation states
- Risk of hate crime to global security
- Survey results with immigrant populations
- State responses to racist violence in Europe and Canada

- Consider how nation states frame their legislation
- The global context of hate crime
- Public health approach to the problem of 'hate violence'
- Activity: Post #4 Due Culearn @ 6 p.m.**

Required Readings:

Mark S. Hamm. 1994. "Conceptualizing Hate Crime in a Global Context." *Hate Crime: International Perspectives on Causes and Control*. Cincinnati, Ohio: Anderson Publishing Company, 173-194. Online:

<https://www.ncjrs.gov/App/publications/abstract.aspx?ID=146189>

Perry, B. and Ryan Scrivens. 2016. "White Pride Worldwide. Constructing Global Identities Online." In Jennifer Scheppe and Mark Austin Walters. (Eds.) *The Globalization of Hate. Internationalizing Hate Crime*. Oxford Scholarship. Online. <https://www-oxfordscholarship-com.proxy.library.carleton.ca/view/10.1093/acprof:oso/9780198785668.001.0001/acprof-9780198785668-chapter-5>

Garland, Jon and Corinne Funnell. 2016. "Defining hate crime internationally. Issues and Conundrums." In Jennifer Scheppe and Mark Austin Walters. (Eds.) *The Globalization of Hate. Internationalizing Hate Crime*. Oxford Scholarship. Online: <https://www-oxfordscholarship-com.proxy.library.carleton.ca/view/10.1093/acprof:oso/9780198785668.001.0001/acprof-9780198785668-chapter-2>

Garland, Jon and Corinne Funnell. 2016. "Defining hate crime internationally. Issues and Conundrums." In Jennifer Scheppe and Mark Austin Walters. (Eds.) *The Globalization of Hate. Internationalizing Hate Crime*. Oxford Scholarship. Online: <https://www-oxfordscholarship-com.proxy.library.carleton.ca/view/10.1093/acprof:oso/9780198785668.001.0001/acprof-9780198785668-chapter-2>

Supplementary Readings:

Iganski, Paul and Abe Sweiry. (2016). "How 'hate' hurts globally." In Jennifer Scheppe and Mark Austin Walters. (Eds.) *The Globalization of Hate. Internationalizing Hate Crime*. Oxford Scholarship Online. Link:

<https://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780198785668.001.0001/acprof-9780198785668-chapter-7>

Brudholm, Thomas. 2016. "Conceptualizing hatred globally. Is hate crime a human rights violation?" In Jennifer Scheppe and Mark Austin Walters. (Eds.) *The Globalization of Hate. Internationalizing Hate Crime*. Oxford Scholarship. Online: <https://www-oxfordscholarship-com.proxy.library.carleton.ca/view/10.1093/acprof:oso/9780198785668.001.0001/acprof-9780198785668-chapter-3>

Brudholm, Thomas. 2016. "Conceptualizing hatred globally. Is hate crime a human rights violation?" In Jennifer Scheppe and Mark Austin Walters. (Eds.) *The Globalization of Hate. Internationalizing Hate Crime*. Oxford Scholarship. Online: <https://www-oxfordscholarship-com.proxy.library.carleton.ca/view/10.1093/acprof:oso/9780198785668.001.0001/acprof-9780198785668-chapter-3>

Margaret Shaw and Olivier Barchecheat, 2002. *Preventing Hate Crimes: International Strategies and Practice*. International Centre for the Prevention of Crime. PDF

Activities: See Culearn

Post #4: Due on CuLearn @ 6 p.m.

Activity: Mini-Lecture (Faculty Member)

FALL BREAK - October 28, 2020 – Classes suspended

Class 8: November 4

Racist Hate Crime

Learning Outcomes

- The role of racialization in Canadian society
- Racist hate crime: patterns of victimization
- Racial Profiling

- The legacy of racism, antisemitism, inequality, and exclusion.
- Media stereotypes of racialized peoples
- Criminalization of racialized persons in Canada
- Overrepresentation in the criminal justice system

□ **Reflection #3, Perry, Chapter 3. Due on Culearn @ 6 p.m.**

Overview:

In Class 8, we will examine the role of racialization in Canadian society, patterns of victimization and racial profiling and its impact on racialized persons in Canada. We will explore the legacy of racism, antisemitism, inequality and exclusion and media stereotypes. We will look at the criminalization of racialized persons in Canada and their overrepresentation in the Criminal Justice System.

Required Readings:

Perry, Chapter 3: “Defending the Color Line: Race, Difference, and Hate Crime.”

Giroux, Henry A. (June 19, 2020). “Racist Violence Can’t be Separated from the Violence of Neoliberal Capitalism.” USA: Socialist Project. Online: <https://socialistproject.ca/2020/06/racist-violence-neoliberal-capitalism/>

Slaughter, Graham and Mahini Singh. (June 4, 2020). “Five charts that show what systemic racism looks like in Canada.” CTV News. <https://www.ctvnews.ca/canada/five-charts-that-show-what-systemic-racism-looks-like-in-canada-1.4970352>

Press Progress. March 5, 2020. “Disturbing data from Statistics Canada shows anti-Indigenous hate crimes are on the rise in Canada.” Press Progress: Online: <https://pressprogress.ca/disturbing-data-from-statistics-canada-shows-anti-indigenous-hate-crimes-are-on-the-rise/>

Supplementary Reading:

Scott Wortley and Akwasi Owusu-Bempah. 2011. “Crime and Justice: The Experiences of Black Canadians.” In B. Perry (Ed). Diversity, Crime and Justice in Canada. Don Mills, Ontario: Oxford University Press, pgs. 125-148. PDF

Jane Dickinson-Gilmore. 2011. “Aboriginal People in Canada: Culture, Colonialism, and Criminal Justice.” In B. Perry (Ed). Diversity, Crime and Justice in Canada. Don Mills, Ontario: Oxford University Press. Pgs 75-88.

Sussman, Robert Wald. 2016. *The Myth of Race. The Troubling Persistence of an Unscientific Idea*. Harvard University Press. PDF

Activities: See CuLearn

□ **Reflection #3, Perry, Chapter 3. Due on Culearn @ 6 p.m.**

Activity: Mini-Lecture: Faculty Member

Class 9: November 11

Sexist/Gendered/Heterosexist Hate Crime

Learning Outcomes

- How ‘doing gender’ and ‘doing sexuality’ is required in our culture
- How attacks on women and sexual minorities are attempts to ‘keep them in line.’

- The role of economics and labour force participation and resistance to women's equality.
- Trends/patterns of violence against women and sexual minorities
- Neoliberal influence on development of anti-LGBTQ hate crime laws
- How hate crime legislation widens the criminal justice net
- Heteronormativity, Heterosexism, Homophobia, Sexism
- How harassment of women and LGBTQs in the labour force is a means of putting them in their place.
- How violence against women is a means of keeping women 'in their place'
- **Reflection #4 Perry Chapter 4 due on Culearn @ 6 p.m.**

Overview:

Perry argues that sexism and heterosexism are socially structured and we all learn to do gender and do sexuality in our culture. Hatred toward women and LGBTQs is a means to 'keep them in line' in the workplace, the home and society. These everyday forms of oppression are seldom conceptualized as 'hate' because they are normalized in our culture. Critiques of neoliberal approaches ask that we conceptualize and respond to everyday acts of aggression not with legal sanctions but a recognition of how sexism and heterosexism is structured.

Resources: Required and Suggested Readings

Perry, Chapter Four "Doing Gender and Doing Gender Inappropriately: Violence Against Women, Gay Men, and Lesbians."

Meyer, D. Resisting Hate Crime Discourse: Queer and Intersectional Challenges to Neoliberal Hate Crime Laws. *Crit Crim* **22**, 113–125 (2014). <https://doi.org/10.1007/s10612-013-9228-x>.
<https://link.springer.com/article/10.1007/s10612-013-9228-x#citeas>

Supplementary Reading:

Copeland, L. and L.R. Wolfe. 1991. "Violence against women as bias motivated hate crime. Defining the issues." Centre for Women's Policy Studies.

BBC News. June 15, 2016. "Orlando night club shooting: How the attack unfolded." BBC News. Pulse Nightclub; 49 killed. Online: <https://www.bbc.com/news/world-us-canada-36511778>

BBC News. June 14, 2016. "Orlando nightclub shooting: Who were the Victims? BBC News. Pulse Nightclub. Online: <https://www.bbc.com/news/world-us-canada-36516389>

BBC News 20 April 2020. Canadian Shooting: Gunman kills at least 18 in Nova Scotia." Online: <https://www.bbc.com/news/world-us-canada-52346447>

International Centre for the Prevention of Crime. 2019. Hate Crimes based on sexual orientation and gender identity: An overview of global interests and prevention modalities. Montreal, Quebec, Canada. Link: https://cipc-icpc.org/wp-content/uploads/2019/08/EN_FINAL_Executive_Summary_design.pdf

Activities: See Culearn

Activity: Reflection 4: Perry, Chapter Four due on Culearn @ 6.p.m.

Activity: Mini-Lecture (Faculty Member)

Learning Outcomes

- Examine conflict internal to communities
- Explore internalization of white masculine supremacy
- What is wrong with the notion that we should all just get along?
- Explore African American – Asian Conflict
- Examine tensions between Jews and African Americans
- Explore tensions between Gay men and Communities of Color
- Case Study: Christie Pitts 1933 riots between Italian youth and Jewish youth in Toronto.

Overview:

Perry explores conflict internal to communities and the impact of white masculine supremacy. In critiquing the notion that ‘we should all get along’ she discusses tensions between minority groups to explain how white supremacy is the driving force that perpetuates and maintains such conflict.

Required Reading:

Perry, Chapter Five -- “Beyond Black and White: Minority on Minority Violence.”

Baron, Stephen W. 1997. “Canadian male street skinheads: Street gang or street terrorists?” *Canadian Review of Sociology & Anthropology*. 34(2):125-145. Online: <http://onlinelibrary.wiley.com/doi/10.1111/j.1755-618X.1997.tb00204.x/pdf>

Young, Kevin and Laura Craig. 1997. “Beyond White Pride: Identity, Meaning and Contradiction in the Canadian Skinhead Subculture.” *Canadian Review of Sociology & Anthropology*. 34(2):175-206. Online: <http://onlinelibrary.wiley.com/doi/10.1111/j.1755-618X.1997.tb00206.x/pdf>

Supplementary Readings:

Cheung, Helier. May 31, 2020. “George Floyd death. Why do some protests turn violent? BBC News, Washington, DC. Online: <https://www.bbc.com/news/world-us-canada-52869563>

Bobeia, Lillian. June 22, 2020. “George Floyd protestors aren’t just anti-racist, they are anti-authoritarian. The Conversation. Online: <https://theconversation.com/george-floyd-protests-arent-just-anti-racist-they-are-anti-authoritarian-139932>

Activities:

Activities: See Culearn

Activity: Mini-Lecture – Faculty Member

Class 11: November 25

Hate Groups & Right-Wing Extremism

Learning Outcomes

- Distinguish between hate crime groups and right-wing extremism
- Understand the scope and activities of the hate movement
- Learn about the extent of Right-Wing Extremism in Canada
- Learn about White Supremacist Ideology
- Understand how Christian ideology is used by White Supremacists

- Tactics of white supremacy: vilifying the other; xenophobia; anti-statism, marginalization, Christian ideology;
- sexism/heterosexism, persecution paranoia, Rastafarianism the final battle
- Online Cyberhate: tactics of white supremacists
- **Reflection #5 due on Culearn @ 6 p.m.**
- **Workshop: Instructions for Presentation**

Overview:

Perry provides an overview of hate crime groups and right-wing extremism in Canada, and the scope of the activities of the movement in North America. She shows that Christian ideology is used by White Supremacists to justify their activities. Online cyberhate is a tactic of white supremacists that enables them to reach a wider audience.

Required Readings:

Perry, Chapter Six. "Hate Groups and Ideologies of Power."

Davey, Jacob and Cecile Guerin, Mackenzie Hart. 2020. An Online Environmental Scan of Right-Wing Extremists in Canada. Interim Report. Online: <https://www.isdglobal.org/wp-content/uploads/2020/06/An-Online-Environmental-Scan-of-Right-wing-Extremism-in-Canada-ISD.pdf>

Perry, B. and Scrivens, R., 2015. Right Wing Extremism in Canada: An Environmental Scan. PDF document.

Scrivens, R and Amarasingham, A. 2020. 'Haters Gonna "Like": Exploring Canadian Far-Right Extremism on Facebook.' In Littler, M. & Lee, B (Eds.), Digital Extremisms: Readings in Violence, Radicalisation and Extremism in the Online Space, Palgrave, 2020

Supplementary Readings:

Anti-Defamation League. "The Alt Right. A Primer on the New Ideology." ADL:

<https://www.adl.org/resources/backgrounders/alt-right-a-primer-on-the-new-white-supremacy>

Anti-Defamation League. Murder and Extremism in the United States, 2018. Antisemitism in the United States.

ADL: <https://www.adl.org/media/12480/download>

Bitonti, Daniel. August 9, 2013. "Remembering Toronto's Christie Pits." The Globe and Mail. Online:

<https://www.theglobeandmail.com/news/toronto/remembering-the-christie-pits-riot/article13695461/>

Globe and Mail. Blog. August 21, 2017. "Christie Pits riots a reminder of Canada's dark past." Globe and Mail.

On the night of August 16, 1933, after a softball game at Toronto's Christie Pits Park, a gang of young men unfurled a white banner. On it was a black swastika, symbolic of Nazi Germany's persecution of Jews. It was directed at a team of mostly Jewish teens from Toronto's Harbord Playground. Anti-Semitism had been mounting in Toronto, then an overwhelmingly British, Protestant city. Groups called "swastika clubs" had formed to intimidate Jews. The banner sparked a riot. Youth from Italian and Ukrainian backgrounds rallied to the Jewish side. The six-hour brawl marked a turning point for resistance to anti-Semitism. It led to a Toronto ban on the swastika. "Online: <https://www.cbc.ca/radio/checkup/blog/christie-pits-riots-a-reminder-of-canada-s-dark-past-1.4255629>

Case Study: Antisemitic Hate Groups in Canada: Freedom of Expression vs. Human Rights: The case of Ernst Zundel & White Power

The Zundel site: "Free Ernst Zundel," and "The Persecution of Ernst Zundel," Media Archive:

<http://www.zundel.org/archive/index.html>

Southern Poverty Law Centre. "Ernst Zundel." Online: <https://www.splcenter.org/fighting-hate/extremist-files/individual/ernst-zundel>

Dunfield, Allison. March 6, 2003. "Group wants Germany to suspend Zundel charges." The Globe and Mail.

Oziewicz, E. March 7, 2003. "Foil Zundel claim, Jews Urge: Group asks Germany to suspend charges to remove basis for refugee bid in Canada." The National Post. A8.

Freeman, Alan. March 7, 2003. "Embarrassment and denial in Zundel's Hometown." The Globe and Mail.

Thompson, Allan. February 21, 2003. "Holocaust denier to face asylum hearing: Zundel called threat to national security Coderre vows to prevent claims abuse." The Toronto Star with files from Canadian Press.

Clark, Campbell. February 21, 2003. "Zundel probed as risk to national security." The Globe and Mail.

Freeze, Colin. February 22, 2003. "Zundel has forceful lawyer, sources say." The Globe and Mail.

The Toronto Star Editorial. February 22, 2003. "Editorial: Zundel is no refugee." The Toronto Star.

Neve, Alex. February 22, 2003. "The case is troubling, but the principle is clear." The Globe and Mail. A21.

Canadian Press. February 28, 2003. "Zundel detained another week." The Globe and Mail.

Case Study: Antisemitism: Freedom of Expression vs. the Wilful promotion of Hatred: The Case of Jim Keegstra

Editorial. Monday, January 4, 1999. "Can We Talk?" The National Post (Editorial):

R. v. Keegstra, [1995] 2 S.C.R. 381.

<http://www.canlii.org/ca/cas/scc/1995/1995scc42.html>

Kopvillem, Peter. March 11, 1996. "Guilty as Charged: James Keegstra reaches the end of the legal line." *Maclean's Magazine*. Vol 109, Issue 11.

Kallen, Evelyn and Lawrence Lam. 1993. "Target for Hate: The Impact of the Zundel and Keegstra Trials on a Jewish-Canadian Audience." *Canadian Ethnic Studies*. vol 25, Issue 1.

Activities: See Culearn

Activity: Reflection 5, Perry, Chapter 6 – Due on Culearn @ 6 p.m.

Workshop: Instructions for Presentation

Activity: Mini-Lecture (Faculty Member)

Class 12: December 2 **Permission to Hate: Ethnoviolence and the State**
Research Presentation Workshop I

Learning Outcomes

- Antonio Gramsci, Omi and Winant, the state as a facilitator of hatred and bigotry
- Definition of Ethnoviolence
- Hegemony and the Rhetoric of Hate
- Anti-Racism: "The Black Menace"

- Anti-Gay Rhetoric: “The Ungodly Gays”
- Anti-Immigration: “The Immigrant Threat”
- Legal Hegemony and Hate Crime
- Immigration and Naturalization
- Anti-poor: Social Welfare Policy
- Hate Crime Legislation: Exclusion of Gays and Women
- Police and Law Enforcement Violence Against the Other
- Policing Gender and Sexuality
- Policing Race
- Blue Suits and White Power

□ **Activity: Presentations – Due: December 2, Class 12, 2020 by 6 p.m. on Culearn**

□ **Activity: Reflection 6: Perry Chapter 7: Ethnoviolence and the State. Due on Culearn @ 6 p.m.**

Overview:

Perry argues that the state is a facilitator of hatred and bigotry. Through an exploration of ethnoviolence and the state she outlines how the rhetoric of hate is perpetuated through hate propaganda and stereotypes that enhance the Othering of African Canadians, LGBTQS, women, the poor, and immigrants. She points out that hate crime legislation only seeks to protect specific groups and excludes an examination of structured systemic violence. Perry examines the police role as agents of the state in perpetuating oppression.

Assigned Readings:

Perry, Ch 7 - “Permission to Hate: Ethnoviolence and the State.”

Howard J. Ehrlich. 1990. “The Ecology of Anti-Gay Violence.” *Journal of Interpersonal Violence*. 5:359365.
Online: <http://jiv.sagepub.com/content/5/3/359.refs>

“Racial Profiling,” clips (CBC 2002-2003), Toronto, Ontario.

<http://www.crr.ca/en/component/flexicontent/329-fact-sheets/23488-acknowledging-racism>

Ontario Human Rights Commission. November 2018. A Collective Impact: Interim report on the inquiry into racial profiling and racial discrimination of Black persons by the Toronto Police Service. Online:

<http://www.ohrc.on.ca/en/public-interest-inquiry-racial-profiling-and-discrimination-toronto-police-service/collective-impact-interim-report-inquiry-racial-profiling-and-racial-discrimination-black>

Ontario Human Rights Commission. 2017. “Under Suspicion: Issues raised by Indigenous Persons.” Toronto: OHRC. Discusses findings from research on racial profiling and carding by police. Link:

<http://www.ohrc.on.ca/en/under-suspicion-issues-raised-indigenous-peoples>

International Centre for the Prevention of Crime. 2012. The Aboriginal Justice Research Project. Montreal Urban Aboriginal Community Safety Network and International Centre for the Prevention of Crime. Montreal, Quebec.

Link: https://cipc-icpc.org/wp-content/uploads/2019/08/Aboriginal_Justice_Research_Project_-_Final_Report1.pdf

Supplementary Reading:

Public Eye. “What is Ethnoviolence?” : <http://www.publiceye.org/prejinst/factsheet1.html>

Canadian Race Relations. “Racism and Policing” (Fact Sheet). Available:

<http://www.crr.ca/en/component/flexicontent/329-fact-sheets/23494-racism-and-policing?view=item>

Tunney, C. June 11, 2020. "Systemic racism exists in RCMP, Trudeau argues – after Commissioner says she's 'struggling' with the term." CBC News. Online: https://www.cbc.ca/news/politics/rcmp-systemic-racism-lucki-trudeau-1.5607622?_vz=medium%3Dsharebar&fbclid=IwAR2nIGl15SBwfexij4HN2uoj2qwxw4O3aGNROAL6YZ1xZBvQJcMV3afdZhw

Stevenson, Verity. July 10, 2020. "How the myth of the Montreal street gang led to more street checks on Black youths." CBC News. Online: https://www.cbc.ca/news/canada/montreal/research-shows-montreal-street-gang-myth-led-to-more-street-checks-of-black-youths-1.5639753?_vz=medium%3Dsharebar&fbclid=IwAR2t4OFstml3E4SFju-HR4W7dl4HY03DXRrtchag4iyrz_O4uce3z8Yl_o8

Perkel, Colin. July 12, 2020. "Canada's largest Indigenous police force has never shot anyone dead." CTV News. Online: https://www.ctvnews.ca/mobile/canada/canada-s-largest-indigenous-police-force-has-never-shot-anyone-dead-1.5020967?fbclid=IwAR3DxhOWPrpgXA1s0hquqVqtD9dzRh3qrEY-pRhXu98TAjEFzgFPZS9PFSk#_gus&_gucid=&_gup=Facebook&_gsc=wWb6QNZ

Jay, Paul. May 15, 2015. "Opinion: Police Violence, Racism and how elites control America." CBC News Online: <https://www.cbc.ca/news/canada/manitoba/police-violence-racism-and-how-the-elites-control-america-1.3090305>

Gary David Comstock. 1991. "The Police as perpetrators of anti-gay/lesbian violence." Violence Against Lesbians and Gay Men. New York: Columbia University Press, 152- 162.

Activities:

Activity: Presentation – Due: December 2, Class 12, 2020 by 6 p.m. on Culearn

Activity: Reflection 6: Perry Chapter 7: Ethnoviolence and the State. Due 6 p.m. on Culearn

Activity: Mini-Lecture (Faculty Member)

Class 13: December 8 – Doing Difference Differently: Solutions to Hate Crime and Right-Wing Extremism Research Presentation Workshop II

Learning Outcomes

- Reclaiming the State: Public Policy and Social Justice Initiatives
- Political and leadership role in condemning hate groups
- Social Justice Initiatives
- Law as a Mechanism of Empowerment
- Antiprejudice and Antiviolence Programming
- Criminal Justice in the Interests of Social Justice
- The positive politics of difference
- Crossing Boundaries and Bridging Difference
- Anti-Racism Training in the Criminal Justice System
- Community Based approaches: "Not in Our Town" Billings, Montana
- Activity: Post #5: due on culearn @ 6 p.m.**
- Activity: Presentation and Discussion, continued**

□ Activity: Final Essay Due December 11, by 6 p.m. on Culearn

Overview:

Perry questions the utility of law in addressing hate crime and suggests that community-based social justice initiatives may be more effective. Perry explores community-based initiative such as anti-racism training and community-based approaches using a case study of the response to hate in “Not in our Town” in Billings, Montana.

Required:

Perry, Chapter 8 - “Conclusion: Doing Difference Differently.”

Supplementary Reading:

Mock, Karen. 2011. “Anti-Racism Training in the Criminal Justice System: A Case for effective Social Context Education.” In B. Perry (Ed). *Diversity, Crime and Justice in Canada*. Toronto: Oxford University Press.

Gavrielides, Theo. “Restoring Relationships: Addressing hate crime through restorative justice. (Report). *Race on the Agenda*. London: UK. Link:

https://www.academia.edu/2928025/Restoring_Relationships_Addressing_hate_crime_through_restorative_justice

Gavrielides, Theo. November 2018. *Human Rights Prevention of Violent Extremism*. 18th informal ASEM Seminar on Human Rights. Asia-Europe Foundation. Yogalarta, India.

B. Perry and Ryan Dyck. 2015. “Courage in the Name of Hate: A Curricular Resource for Confronting anti-LGBTQ Violence.” In Neil Chakraborti and Jon Garland eds. *Responding to Hate Crime: The Case for Connecting Policy and Research*. Policy Press.

Activities: See Culearn

Mini-Lecture (Faculty Member)

Presentations & Discussion, continued

Post 5. Due on Culearn @ 6 p.m.

Final Essay: Due December 11 at 6 p.m. on CUlearn

Have a great break!