

Course Outline

COURSE: CRCJ 4002B – Hate Crime and Right-Wing Extremism

TERM: Fall 2021

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

CLASS: **Day & Time:** Asynchronous: Monday, 11:35-2:25 p.m. - 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; Big Blue Button BBB during class time
Office Hrs: By appointment during class time Monday 11:35-2:25 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 2021-22 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).

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 CRCJ4002B. 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, right-wing extremism, ethnoviolence, 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 reflections on assigned readings and responses to classmates.

Weekly Schedule: Each week 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.

Ask Your Instructor Forum: Please post all course and content related questions in the "Ask Your Instructor" forum on Brightspace course page. A response to your question will be provided within 48 hours (excluding weekends).

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 posts and responses 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 essay proposals, online postings and replies, 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, and make policy recommendations.

RESOURCES:

1) Required:

Perry, Barbara. (2001). *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 in Ares Reserves online via Brightspace.

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 Brightspace 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:

A Penalty of 10% will be deducted for each day an assignment is late. Assignments more than three days late will not be accepted. **Computer failure, conflicts with work schedules, or similar problems are not a valid excuse for failing to submit an assignment on time.** Extensions will only be granted in cases of documented illness or other serious problems. Extensions will not be granted over the phone or email. Students must notify me as soon as possible in the case of an emergency or see me in advance during office hours and after our meeting we will record (in written form) reasons for the extension and, if an extension is granted, the new due date.

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 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 written Assignments are due at 11:59 pm on due dates.

Assignment	Deadline	Percentage
Online Posts (5 per term)	5 per Term – Week 2 (Sept 20), Week 3 (Sept 27), Week 6 (Nov 1), Week 8 (Nov 15), Week 10 (Nov 29)	20%
Online Replies to Posts (5 per term)	5 Per Term - Week 2 (Sept 24), Week 3 (Oct 1), Week 6 (Nov 5), Week 8 (Nov 19), Week 10 (Dec 1)	20%
Essay Proposal	October 4 – Week 4	10%
Powerpoint Presentation	December 6 – Week 11	20%

Final Essay	December 13 (During Exam Period)	30%
Total		100%

Students should note that a considerable portion of your grade involves writing and development of critical analysis. 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.**

EVALUATION:

1) ONLINE DISCUSSION POSTS – FIVE PER TERM. WORTH 20%. Due Dates: Week 2 (Sept 20), Week 3 (Sept 27), Week 6 (Nov 1), Week 8 (Nov 15), Week 10 (Nov 29)

Online Posts (20%): Five posts per term. Questions will be posted on Brightspace. 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 discussion forum. Posts can be viewed by other students in the class which will enable sharing of ideas and potential discussion.

Online Post 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). Posts will be evaluated at 10 pts each.

SAMPLE POST OUTLINE:

Perry, Barbara. (2001) "Introduction: The Violence of Hatred." In the Name of Hate. Understanding Hate Crimes. New York; London: Routledge. 1-6.
SUBSTANCE/ THESIS: 3 pts
INTERESTING / PROBLEMATIC POINTS: 3 pts
CRITIQUE – AND RELEVANCE TO HATE CRIME POLICY, ANTI-TERRORISM POLICY, LAW, THEORY, &/OR RESEARCH: 4 pts

NOTE: All posts should use a reasonably sized font (e.g., 12 point Arial or Times New Roman Font) and be single-spaced. Use APA citation style.

2) ONLINE DISCUSSION REPLIES TO POSTS. FIVE PER TERM. WORTH 20%. Due Dates: Week 2 (Sept 24), Week 3 (Oct 1), Week 6 (Nov 5), Week 8 (Nov 19), Week 10 (Dec 1).

Please respond to one of your classmate's posts. Responses should be about 150-200 words highlighting what students found to be interesting and intriguing about their classmates' posts, particularly if their perspectives differ from their own. The responses should cite the course text/or supplementary readings, but do not require a reference list. Responses can be more conversational than discussions, perhaps using personal experiences to raise issues, or posing new questions. Be sure to mirror norms of professionalism used in face-to-face discussions; i.e., disagree with ideas without attacking individuals. When citing authors or sources, please use an in-text citation with the author's name and a page number, if applicable, like this (Briggs, 2020: p. 145).

Response Evaluation Criteria Include:

1. Demonstrated understanding of core course concepts and connection to your own experience where relevant (2.5 pt)
2. Ability to connect theoretical ideas from hate crime to key policy development (2.5 pt)
3. Ability to build on insights from readings, lectures and classmates' posts (2.5 pt)
4. Overall originality, thoughtfulness, insight and effort, quality and organization (2.5 pt)

TOTAL 10 pts.

3) ESSAY PROPOSAL – Worth 10% - Due Class 4 – October 4, 2021 by 11:59 pm

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, with a References list of **at least 5 (five) required/recommended sources from the course syllabus and at least 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. and critically analyze these theories (See Perry: Chapter 2). Comment on your research methodology and how you would obtain 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 MONDAY October 4, 2021 by 11:59 pm. (Please see the guidelines and grading rubric). Please see the list of possible essay topics on Brightspace.**

Proposal Structure:

Title: Include the working title of your paper; make it interesting in order to draw the reader in.

Introduction outlining your topic: Provide information on your topic and why you chose this issue. Provide a thesis statement telling the reader what you hope to prove in your 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. (2.5 pts)

Theoretical Perspective: 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). Keep in mind Perry's criticisms of these explanatory frameworks (2.5 pts)

Methodology: Comment on your research methodology and how you will obtain 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. (2.5 pts)

Reference List: References list of at least 5 (five) required/recommended sources from the course syllabus and at least 5 independently scholarly peer reviewed located sources (in addition to the 200 word summary). (2.5pts)

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.

4) ESSAY 30% - DUE MONDAY DECEMBER 13 by 11:59 pm.

The Essay (30%) is approximately 15 double-spaced pages (3000-3500 words), not including the title page and references and is to have five components:

- I. **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;
- II. **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 (Perry): strain, social control, conflict theory, critical criminology, labelling, feminist, intersectional, structured action theory, social construction, critical race theory, queer theory, and include an explanation of which theoretical perspective best supports your analysis. Keep in mind Perry's criticism of some of these theories as explanatory frameworks and comment on their usefulness in framing your arguments in your essay. (See Perry: Chapter 2);
- III. **METHODOLOGY/DATA:** Briefly in one paragraph, describe how you obtained your data that you use to support your thesis statement. Provide factual (empirical) support for your argument and 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.

- IV. ANALYSIS AND CRITICAL DISCUSSION/CRITIQUE: This should be the largest section of your essay.** Present your analysis in this section. Also 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.
- V. 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, including chapters from the course text, and at least 5 or more independently scholarly peer reviewed 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 13th, 2020 by 11:59 pm. (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 12 pt. font and APA format for In-text citations and References List. Submit your essay as a Word document.
- 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!

5)POWERPOINT PRESENTATION - Due: Monday December 6, 2021 by 11:59 pm.

Presentations (20%): Presentations are intended to focus on a summary of your essay research and your preliminary essay findings. You may use powerpoint or any other multimedia for your presentation. Each presenter is to independently contribute unique information from their essay and share it with the class. Presentations are to be submitted on Brightspace AND posted on the discussion Forum which will allow students to view each other’s presentations and comment on them in order to provide feedback before submission of their final essay. **(Please see the guidelines and grading rubric in Brightspace).**

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, 2021 is the last day to withdraw from fall 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.

Learning Outcomes:

This section will provide an overview of the course and will explore definitions of hate crime and right-wing extremism. 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.

Class 1 (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.

Required Readings:

Barbara Perry, "Introduction: the Violence of Hatred." *In the Name of Hate*. (textbook)

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

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

<https://www.canlii.org/en/commentary/doc/1994CanLIIDocs49#!fragment/zoupio-Toc3Page4/BQCwhgziBcwMYgK4DsDWszlQewE4BUBTADwBdoAvbRABwEtsBaAfx2zgGYAFMAc0IAsASgA0ybkUIQAiokK4AntADkykREJhcCWfKW1m7SADKeUgCEIAJQCAGVsA1AIIA5AMK2RpMACNoUnYhISA>

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>

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

Supplementary Reading:

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>

Activities: Self Introduction – please post to Brightspace (Not graded)

Week 2. Monday, September 20 – Defining and Measuring Hate Crime

Learning Outcomes:

In Class 2, 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?

Required Readings

Perry, Chapter One: "Defining and Measuring Hate Crime." In the Name of Hate. (textbook).

Moureau, Greg (2021). Police Reported Hate Crime in Canada 2020. Ottawa: *Juristat*.

<https://www150.statcan.gc.ca/n1/en/pub/85-002-x/2021001/article/00013-eng.pdf?st=q7fD5zD2>

Supplementary Readings:

Moreau, G. (July 27, 2021). "Police-Reported Crime Statistics in Canada, 2020." *The Daily*. Statistics Canada.

<https://www150.statcan.gc.ca/n1/en/pub/85-002-x/2021001/article/00013-eng.pdf?st=q7fD5zD2>

Toronto Police Services. 2020. *Toronto Police Service Annual Hate/Bias Crime Statistical Report*. Toronto: Intelligence Services, Hate Crime Unit. Online:

<https://www.torontopolice.on.ca/publications/files/reports/2020hatecrimereport.pdf>

B'nai Brith Canada. 2020. *Audit of Antisemitic Incidents*. Toronto, Ontario. Online:

<https://www.bnaibrith.ca/antisemitic-incidents/>.

Anti-Defamation League. 2020. *U.S Antisemitic incidents remained at historic high in 2020*. Audit of Anti-Semitic Incidents. Anti-Defamation League: <https://www.adl.org/news/press-releases/us-antisemitic-incidents-remained-at-historic-high-in-2020>

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 2020. NCAVP: <https://avp.org/2017-hv-ipv-report/>

Activity: Post 1 due Monday September 20 on Perry ("Introduction" & Ch 1) at 11:59 pm on Brightspace.

Response Due: Friday September 24 11:59 pm.

Videos: Problems with Hate Crime Data Collection

Week 3: Monday September 27 - Accounting for Hate Crime: Doing Difference

Learning Outcomes:

In Class 3, 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.

Required Readings

Perry, Chapter 2: “Accounting for Hate Crime: Doing Difference.” *In the Name of Hate*.

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

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>

Activities: Post 2 due Monday, on Perry (Ch 2) September 27 at 11:59 pm on Brightspace; Reply Due Friday October 1, 11:59 pm.

Min-Lecture: Faculty Member

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

Week 4: Monday October 4 - State Responses to Hate Crime: Canadian and Police and Governmental Agencies

Learning Outcomes:

In Class 4, 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.

Required Readings:

Canadian Race Relations Foundation (March 2020). *Hate Crime in Canada*. High Profile legal cases.

<https://www.crrf-fcrr.ca/en/news-a-events/articles/item/26823-hate-crime-in-canada>

Davey, J, Hart, M, Guerin, C. 2020. *Environmental Scan of Right-Wing Extremism in Canada*. Report.

<https://www.isdglobal.org/wp-content/uploads/2020/06/An-Online-Environmental-Scan-of-Right-wing-Extremism-in-Canada-ISD.pdf>

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.

Perry, B & R. Scrivens. (2016). “Uneasy Alliances: A look at the Right Wing Extremist movement in Canada.” 39(9). *Studies in Conflict and Terrorism*.

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=RWzSg LZmej8>

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 Brightspace. Essay Proposal due Monday, October 4, 11:59 pm on Brightspace.

Activity: Mini-Lecture – Faculty Member

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

MONDAY, OCTOBER 11, 2021 THANKSGIVING – NO CLASS

Week 5: Monday, October 18 - Racist Hate Crime

Learning Outcomes:

In Class 5, 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." *In the Name of Hate*.

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 Readings:

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: Mini-Lecture: Faculty Member

FALL BREAK - October 25-29, 2021 – Classes suspended

Week 6 – November 1 – Sexist/Gendered/Heterosexist Hate Crime**Learning Outcomes:**

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." *In the Name of Hate*.

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 Readings:

Faulkner, E. 2021. "Canadian Police Responses to Anti-Gay/Lesbian Violence." Winterdyk, John Ed. *Justice Report. Special Issue on Hate Crime*. The Canadian Criminal Justice Association. 36:1 20-23.

Faulkner, E. 2016. Revised Reprint. "Sexualities and Difference: The Criminalization of Lesbian, Gay, Bisexual, Transgendered and Queer (LGBTQ) People in Canada." In Barbara Perry (Ed.). *Diversity, Crime and Justice in Canada*. (Second Edition). Toronto: Oxford University Press. Pgs. 256-284.

Faulkner, E. 2015. Reprint. "Homophobic Sexist Violence in Canada: Trends in the Experiences of Lesbian and Bisexual Women in Canada." In Brenda Cranney and Sheila Molloy (Eds.). *Canadian Women's Studies: An Introductory Reader*. (Third Edition). Toronto, Canada: Ianna Publications. Pgs. 401-416.

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: Post 3 Due November 1 on Chs 3 or 4 (Perry) on Brightspace 11:59 pm; Response due November 5, 11:59 pm.

Activity: Mini-Lecture (Faculty Member)

Week 7: Monday, November 8

Minority-on-Minority Violence

Learning Outcomes:

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." *In the Name of Hate*.

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>

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>

Bohea, 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: Mini-Lecture – Faculty Member

Week 8: Monday November 15

Hate Groups & Right-Wing Extremism

Learning Outcomes:

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." *In the Name of Hate*.

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:

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>

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>

Activities: Post 4 on Perry (Ch 5 or 6) due November 15 11:59 pm; Reply due November 19 11:59 pm.

Activity: Mini-Lecture (Faculty Member)

Week 9: November 22 Permission to Hate: Ethnoviolence and the State

Learning Outcomes:

This week explores theories and research on ethnoviolence and the state. 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." *In the Name of Hate*.

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?_vfz=medium%3Dsharebar&fbclid=IwAR2nGI15SBwfexij4HN2uoj2qwx4O3aGNROAL6YZ1xZBvQJcMV33afdZhw

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?_vfz=medium%3Dsharebar&fbclid=IwAR2t4OFstml3E4SFju-HR4W7dl4HY03DXRrtchag4iyrz_O4uce3z8YI_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.

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: Activity: Mini-Lecture (Faculty Member)

Week 10: Monday November 29 – Doing Difference Differently: Solutions to Hate Crime and Right-Wing Extremism

Learning Outcomes:

What are the solutions to hate-motivated crimes? 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 Reading:

Perry, Chapter 8 - "Conclusion: Doing Difference Differently." *In the Name of Hate* (textbook).

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. Yogonalarta, 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.

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>

Activity: Post #5 on Perry (Ch 7 or 8): due on Brightspace, 11:59 pm; response due December 1 11:59 pm.

Activities: See Brightspace. Mini-Lecture (Faculty Member)

Week 11: Monday, December 6 - International Strategies

Learning Outcomes:

In Class 11, 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.

Required Readings:

Perry, B. and Ryan Scrivens. 2016. "White Pride Worldwide. Constructing Global Identities Online." In Jennifer Schweppe 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>

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>

Garland, Jon and Corinne Funnell. 2016. "Defining hate crime internationally. Issues and Conundrums." In Jennifer Schweppe 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 Schweppe 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>

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

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

Activity: Powerpoint presentation due 11:59 pm December 6, 2021 on Brightspace.

Mini-Lecture (Faculty Member)

Final Essay: Due December 13, 2021 at 11:59 pm on Brightspace.

Have a great break!