

# Hate Crimes



# Hate Crimes

## Typology, Motivations, and Victims

*Edited by*

**Robin Maria Valeri**  
**Kevin Borgeson**



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*To my husband Ray, for his love and support, and to my parents Bob and Nancy, for their unfailing confidence in me, my love and gratitude. To Samantha Gier, my thanks for editing this book.— Robin*

*This book is dedicated to Pam, Jade, Liam, Chayse, and Logan. Without their support and feedback, this project would never have got off the ground. I would also like to dedicate this book to Michael E. Brown, an incredible mentor and friend. — Kevin*



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# Preface

*Robin Maria Valeri*

According to the FBI (n.d.), “A hate crime is a traditional offense like murder, arson, or vandalism with an added element of bias.” The bias of the perpetrator stems from prejudice, animosity, or hatred toward the victim because of some immutable characteristic such as the victim’s race, ethnicity, national origin, religious affiliation, sexual orientation, gender, gender identity, or disability.

With the passage of the Matthew Shepard and James Byrd, Jr., Hate Crime Prevention Act of 2009, the FBI was required to collect data related to hate crimes committed by or directed against juveniles. In 2013, law enforcement began reporting this information. For example, in 2015, there were 5,850 hate crime incidents involving 7,173 victims and 5,493 offenders (FBI, 2016). Of those victims, age data was available for 4,198 victims, 496 of whom, or almost 12 percent, were juveniles. Age data was also available for 3,331 offenders, 508 of whom, or just over 15 percent, were juveniles. An in-depth discussion of juveniles as victims or as perpetrators of hate crimes and possible reasons for their involvement in hate crimes occurs in the chapter “Hate Goes to School.” Because social media use is so prevalent among juveniles, the chapter “Cyber Hate” includes additional information on hate crimes as well as hate incidents committed by or directed against juveniles.

In order to effectively combat hate crimes, an understanding of the motivations, beliefs, and goals of the individuals and groups who commit these crimes is needed. Additionally, an understanding of current hate crime laws, the issues surrounding the investigation and prosecution of hate crimes, and the impact on victims from both the crimes themselves and the ensuing legal

process is necessary for preventing and combatting hate crimes as well as helping the victims recover. The current book attempts to address these issues.

In Part 1 of the book the rationale for hate crime laws is examined. To begin this discussion, in Chapter 1, “Why Do We Hate?” Valeri discusses the interpersonal and intergroup dynamics that fuel dislike, hatred, and prejudice and lead to discriminatory actions and aggression, including hate crimes. In Chapter 2, Levin and McDevitt present their typology for hate crimes and discuss the different factors which drive the various types of hate crimes. In Chapter 3, “Hate Crime Laws,” Garlick details existing federal hate crime laws and discusses the rationale and necessity for these laws. Garlick also provides a look at hate crime laws specific to colleges and universities. Garlick concludes the chapter by examining cyberhate, cyberharassment, and cyberstalking and the difficulties faced when prosecuting these cases.

In Part 2, each of the major types of hate crimes, their perpetrators, and the beliefs that engender their crimes are examined. In Chapter 4, Bones discusses racially motivated hate crimes and explores both the racial myth of white supremacy and how perceived economic, political, and status threats motivate racially biased hate crimes. In Chapter 5, Sweiry and J. Borgeson discuss religiously motivated hate crimes. Because the largest percentage of religiously motivated hate crimes are driven by anti-Semitism, hate crimes targeting Jews are explored. Due to the increase in anti-Muslim sentiment and the subsequent rise in anti-Muslim hate crimes, the authors also discuss hate crimes targeting Muslims. Finally, the religions that are used to justify these hate crimes are described. In Chapter 6, Rodgers discusses hate crimes that target the LGBTIQ+ community, and discusses the history of these hate crimes and the motivations behind them. In Chapter 7, Stearns explores hate crimes that target women, presents the history of gender exclusion in bias crime legislation, and discusses the legislative challenges to including gender in hate crime laws. Because hate groups actively encourage many of the beliefs motivating hate crimes, in Chapter 8, K. Borgeson examines the beliefs of several hate groups and the role they play in fostering hate crimes.

In Part 3, two settings in which hate incidents and hate crimes occur, schools and the internet, because of their uniqueness, are examined in detail. In Chapter 9, Valeri and Brown discuss the academic environment and the challenges it poses for both understanding the motivations for hate and for preventing hate, hate incidents, and hate crime. To do this the authors present instances of hate crimes that have occurred at elementary schools, high schools, and universities; explore how children learn to hate; and discuss strategies for preventing hate crimes at schools. In Chapter 10, “Web of Hate,” Valeri explores the unique role the web plays in creating a global community of hate, presents

examples of people who have been victimized through cyberhate, and discusses when, why, and with whom cyberhate messages are effective.

In Part 4, the impact of hate crimes on their victims and means of mitigating hate crimes are discussed. In Chapter 11, Robinson examines the impact of hate crimes on their victims, and how the consequences from their victimization are both similar to and different from those of victims of non-hate crimes. Robinson also explains why the suffering of victims goes beyond the targeted individual to affect entire communities. In Chapter 12, Valeri discusses the future of hate crimes and possible avenues for combatting hate.

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