

Demographics and Group Composition; the Effects of Social Learning on Hate Crime

Perceptions

Llanée J. Anderson

Master of Public Policy Candidate

California Polytechnic State University

San Luis Obispo

Dedication

A brick thrown at a young man as he is called a “Sand N*gger,” a noose hung on the door of an African-American student, and a woman’s property vandalized with anti-gay slurs. This project would be incomplete without the mention of those who have been victims of hate crimes. I dedicate this project to the victims of these crimes, and their courageousness. As victims can be blamed for the perpetration of the crime, it takes an immense amount of courage to declare victimization. Without personal experiences shared, this project would have never come to fruition.

Abstract

This project investigates how social environment and diversity conditions the social learning of hate crime perceptions in order to determine the efficacy of hate crime legislation. An exploratory experimental design utilizing focus groups constructed on the basis of demographic composition allowed for the introduction of various stimuli. Social learning was subsequently assessed through the utilization of pre and post-test procedures. The procedure of conducting focus groups based on demographic composition yielded results indicating that hate crime perceptions vary on the basis of demographic information. These perceptions can be influenced by the social environment, and additionally, other factors such as group participation.

Table of Contents

1. Introduction.....	6
2. Review of Literature.....	7
2.1. The History of the United States.....	7
2.2. The Efficacy of Hate Crime Legislation.....	10
2.3. The Social Environment and Social Learning.....	10
2.4. Social Categorization and Social Learning.....	12
2.5. Conclusion.....	16
3. Research Design.....	17
3.1. Introduction.....	17
3.2. Variables and Hypotheses.....	18
3.3. Pre and Post-test Design.....	20
3.4. Sample Selection.....	21
3.5. Focus Group Design.....	22
3.6. Reliability and Validity.....	23
3.7. Method of Analysis.....	24
4. Analysis.....	25
4.1. Organization of Analysis and Findings.....	25
4.2. Sample Description.....	26
4.3. Social Learning Variables by Group Composition.....	26
4.3.1. Definition of Terms.....	27
4.3.2. Reasons Hate Crimes are Committed.....	28
4.3.3. Hate Crime Victimization.....	29
4.3.4. Hate Crime Perpetrators.....	29
4.3.5. Societal Mechanisms as Contributive to Victimization	30
4.3.6. Hate Crime Punishment.....	35
4.3.7. Hate Crime Prevention.....	36
4.4. Social Environment Variables by Group Composition.....	37
4.4.1. The Local Occurrence of Hate Crimes.....	38
4.4.2. The Occurrence of Hate Crimes in the United States.....	39
4.4.3. Bullying based on Identity Attributes.....	39
4.5. Calculated Social Learning.....	41
5. Discussion.....	43
5.1. Introduction.....	43
5.2. Results.....	44
5.3. Factors Attributing to Results.....	44
5.4. Progression of Discussion by Focus Group.....	45
5.5. Overall Findings.....	47
5.6. Limitations.....	47
6. Recommendations for Policy Implementation.....	48
7. Opportunities for Future Research.....	49
8. Conclusion.....	50
 List of Appendices	
Appendix A. Marketing Material.....	54
Appendix B. Informed Consent Participant.....	55

Appendix C. Informed Consent Research Assistant.....	57
Appendix D. Focus Group Design.....	59
Appendix E. Crops House Incident.....	62
Appendix F. Arroyo Grande Cross Burning.....	63
Appendix G Mission Prep High School Vandalism.....	64
Appendix H. Anti-Gay Vandalism.....	64
Appendix I. Support our Troops Flyer.....	65
Appendix J. Reginald Jones Flyer.....	66
Appendix K. Bob's Mantra.....	67
Appendix L. Pre-test.....	68
Appendix M. Post-test.....	74
Appendix N. Table 4.4.3.....	78
Appendix O. Table 4.4.4.....	78
Appendix P. Table 4.4.5.....	79
Appendix Q. Table 4.4.6.	80

1. Introduction

This project investigates perceptions of hate crimes utilizing focus groups that allow for the examination of the role of group composition in the construction of hate crime perceptions. In addition, this project examines the social learning of hate crime perceptions within each focus group and the overall occurrence. In order to determine how group composition and social learning impact the perceptions of hate crimes the variables examined include: the diversity of the focus group (treatment variable), social learning (dependent variable), and the social environment (intervening/treatment variable). Explicitly, this research seeks to understand the question: How does social environment and diversity condition the social learning of hate crime perceptions? Diversity¹ with respect to members' demographic attributes can have a powerful effect on the group's problem solving and decision-making (Pelled, 1996) thus a variance in perceptions among members is determined to be present increasing the likelihood for the occurrence of social learning.

Hate crimes² are crimes which are motivated by bias against a victim's race, ethnicity, religion or sexual orientation (Haider-Markel, 1998). In 2011, 6,222 hate crime incidents were reported in the Uniform Crime Report. Of the incidents reported 46.9% were racially motivated, 20.8% were motivated by sexual orientation bias, 19.8% were motivated by religious bias, and 11.6% were motivated by ethnicity/national origin bias. Among the hate incidents that occurred in 2011, specific demographic groups were identified as victims and offenders. 72% of racial bias³ victims were black or African-American, 62.2% of religious bias⁴ victims were Jewish, 57.8% of sexual-orientation⁵ bias victims were gay males, and 56.8% of ethnicity/national

¹ In this project diversity shall be defined as a term which encompasses an array of social categories including; race/ethnicity, gender, gender identity, and campus affiliation. In addition, the social categories that this definition of diversity covers shall be measured as the heterogeneousness of social groups.

² The United States Department of Justice terms hate crime "bias crime" and themes the motivation behind hate crimes to be negative opinions or attitudes towards a group of persons based on their race, religion, sexual orientation, or ethnicity/nationality. When acts are committed out bias, they are considered hate crimes.

³ Racially motivated crimes are "a preformed negative opinion or attitude toward a group of persons who possess common physical characteristics, e.g., color of skin, eyes, and/or hair; facial features; etc., genetically transmitted by descent and heredity which distinguish them as a distinct division of humankind, e.g., Asians, blacks, whites" (U.S. Department of Justice, 1999)

⁴ Religiously motivated crimes are "a preformed negative opinion or attitude toward a group of persons who share the same religious beliefs regarding the origin and purpose of the universe and the existence or nonexistence of a supreme being, e.g., Catholics, Jews, Protestants, atheists" (U.S. Department of Justice, 1999).

⁵ Sexual-orientation motivated crimes are "a preformed negative opinion or attitude toward a group of persons based on their sexual attraction toward, and responsiveness to, members of their own sex or members of the opposite sex, e.g., gays, lesbians, heterosexuals" (U.S. Department of Justice, 1999) .

origin⁶ bias victims were Hispanic. 59% of hate crime offenders in 2011 were identified as white, whereas 38.7% of crimes committed against persons were simple assaults and 60.4% of crimes committed against property involved destruction, damage, and vandalism.

Past studies regarding hate crimes have largely focused on examining legislation in detail in an effort to determine the necessity of hate crime legislation based on a cost-benefit analysis. Few studies examine the repercussions of these crimes for the victims and for society, and even fewer examine the societal perceptions of hate crimes.

James and Potter (1997) argue that hate crime laws divide society and destroy common ground through increasing race consciousness. As a result, social groups become more polarized, deteriorating intergroup relationships, leading to varying perceptions regarding the existence of hate crime statutes and the perpetration of crime. Alternatively, Haider-Markel argues “all hate crimes are thought to negatively impact both the victim and society” (1998, p.70). Lyons (2006) further suggested the occurrence of hate crimes can lead to increased feelings of injustice and discrimination for targeted communities; thus, these crimes target the victim and society by their perpetration. The attribution of responsibility with regards to the perpetration of hate crimes signifies a status difference between the victim and offender, creating an environment where the victim may feel stigmatized and the offender excused for their behavior. As a result, victims of hate crimes may be blamed for the crime. Additionally, the crime can be attributed to their perceived individual characteristics. Ivan Hare (1997) asserts that the sole response to the issue of hate crimes may not be in criminal law and law may not be an appropriate method for addressing these crimes. Rather, training and educational guidelines should be constructed and implemented in order to increase awareness and community response on the issue. Though, specific provisions may not be a deterrent to committing hate crimes and the aid of public support in these provisions may aid in solving the problem.

By considering secondary factors such as people’s attitudes and perceptions about members of targeted groups, researchers can begin to understand the impact that these crimes have on victims and the greater society. Importantly, decision makers can begin to adopt policies

⁶ Ethnicity/Nationality motivated crimes are “a preformed negative opinion or attitude toward a group of persons of the same race or national origin who share common or similar traits, languages, customs, and traditions, e.g., Arabs, Hispanics” (U.S. Department of Justice, 1999).

that both reflect the populations' perceptions of these crimes and determine the efficacy of current legislation in protecting potential victims and prosecuting offenders.

2. Review of Literature

The following literature review seeks to assess the role of diversity in the social learning of hate crime perceptions utilizing relevant literature on the topic. This review first provides a brief history of hate crimes in the United States linking to a contextual background showcasing the importance of the social environment and its relation to how individuals and social groups perceive the world. Second, the literature discusses the efficacy of hate crime legislation in light of the social learning of perceptions. Third, the review explores the process of social learning and how it is directly related to the construction of our perceptions based on the social environment, showcasing the reality that the perceptions of hate crimes can be learned through social interaction. Lastly, the literature discusses social categorization and its influence on the socialization of discriminatory beliefs and behaviors.

2.1: The History of Hate Crimes in the United States

In the United States there has been a long history of genocide against Native Americans and the enslavement and lynching of African-Americans. From the moment European settlers arrived in North America, Native Americans were the targets of bigotry and hatred. They were often viewed as savages and were removed from their land by force. Documents from the early 1800s reveal disturbing atrocities against Native Americans including the distribution of smallpox infested blankets, scalp bounties, and forced marches (Axtell and Sturtevant, 1980). These deliberate and carefully planned efforts to eradicate the Native American population led to the substantial reduction of this population. The systematic destruction of a population of people based on race, ethnicity, national origin, or religion is genocide (International Humanitarian Law- UN Convention on Genocide 1948). When individuals and groups are targeted because of certain demographic characteristics, these acts are motivated by bias and considered hate crimes. Hate crimes like genocide, are fueled by prejudice have devastating implications for both targeted groups and society.

The enslavement of African-Americans and the subsequent black codes led to the overall reduction of the African-American population. Through the slave trade African-Americans were

enslaved at a rate which instilled a legacy of racism against the African-American people, through the false concepts instilled by socialization practices the black codes were formed directly from the slave codes. Under the slave codes it was illegal for slaves to learn skills such as reading and writing or participate in the exchange of goods. The supremacy of the master over the slave was meant to be maintained. When slavery was abolished the black codes served as a mechanism to keep the majority population in a supremacy standing over the African-American people. The black codes essentially created a glass ceiling which limited opportunities for African-Americans and created a system in which African-Americans became enslaved by the prison system at a higher rate than other racial and ethnic groups. A substantial portion of hate crimes are committed out of racial bias (46.9% of hate crimes) and are committed against African-Americans (72% of racial bias victims). This may be attributed to a political and social climate in which race-baiting language rooted in historical context is still in existence.

Throughout history urban areas have generally had a higher concentration of racial minorities than suburban areas. Historically, immigration has played a role in this due to job creation in many urbanized cities rather than in rural areas. As new waves of immigrants entered the area looking for jobs, those from the old wave started moving to other areas, slowly building their economic dependence. New immigrants would replace old ones as the American Dream became a realization. However, the modern day economic system has generally created a greater state of dependency, therefore, the personal attributions of those who attain a reduced sense of prosperity can be questioned. Hughes and Giles assert “issues of social capital, who defines it, who has it, and who does not, are important themes...communities of color possess self-agency, cultural capital and community cultural wealth that is often overlooked, ignored, or relegated to deficit thinking” (2010, p. 47). As a result, immigrants have been victims of discrimination and subjected to violence based on their country of national origin or ethnic background. Historically this is seen with groups such as the Chinese, and the Irish. Recently this is seen with the discrimination of individuals who are of Latino origin (McPhail, 2000).

Several crimes targeting immigrants result in property damage, injury, or death. For example, seven high school students fatally stabbed a Latino immigrant while they were carrying out their latest expedition of “beaner jumping.” Explicitly seeking out a victim that is perceived to be of Latino or Hispanic origin and beating them out of prejudice against their perceived national

origin. The victim had been living and working in the United States for 16 years. Jack Levin, a Hate Crime expert at North Western University states that “racist rhetoric and dehumanizing images inspire violence” (Anti-Immigrant Hate Crimes). As a result anti-Latino hate crimes have increased 40% as reported by the Southern Poverty Law Center.

Most recently we are seeing an increase of religious intolerance and subsequent hate crimes towards Muslims or individuals who appear to be Muslim. For example, after 9/11 there was a 50% increase in anti-Muslim hate crimes (Anti-Immigrant Hate Crimes) and currently 13% of religious bias crimes are anti-Muslim. Recently, there has been an increase in hate crimes against those who are perceived to be Muslim, most notably, Sikhs. Sikhs have been mistaken for Muslims and the target of anti-Muslim hate crimes due to their appearance, though the Sikh and Muslim religions are dissimilar.

The civil rights movement in the 1960’s initially brought the nation’s attention to hate crimes, followed by the women’s movement, LGBTQ movement, and most recently the crime victims’ movement. The term ‘hate crime’ entered our vocabulary in the 1980’s due to the push from advocacy groups that were formed out of these various social movements. These advocacy groups have also pushed for the recognition of an array of social groups within hate crime legislation (McPhail, 2000). Nationally, hate crimes are thought to be on the decline, however, the groups that are currently victimized most are the ones that have historically seen the most distress. Currently the Southern Poverty Law Center recognizes 1,018 active hate groups in the United States, the majority of which being located in California. Though hate groups commit a small percentage of hate crimes, historically, hate crimes were primarily committed by them. Now hate crimes are increasingly being committed at an individual level. 59% of hate crime offenders are white individuals, 20.9% are black or African-American individuals, and 7.1% of offenders are groups composed of one or more race/ethnicity.

2.2: The Efficacy of Hate Crime Legislation

Public beliefs about race and gender are framed by the presumption that color- and gender-blindness are the ideal (Andersen, 2001). The belief in color and gender blindness creates a false conception suggesting that, if we are blind to each other’s differences, then crime cannot occur

out of prejudice, policies which act as a deterrent or are preventative in nature against hate crimes may lose their standing as a result.

Haider-Markel suggests “social regulatory policies seek to change behavior that is linked to a normative debate concerning the morality of individual actions and the subsequent consequences of those actions to the rest of society” (1998, p. 71). Policies that seek to counteract the commission of hate crimes are considered to be social regulatory policies. These policies are expected to regulate the harm of the act by placing a value on that harm through the compensation of victims and the punishment of offenders (Haider-Markel, 1998). Lawrence proposes, hate “crimes affect victims not only physically, but also at the very core of their identity, creating a sense of vulnerability heightened beyond that normally found in crime victims. Victims of [hate crimes] experience their attack as a form of violence that manifests in stigmatization” (2003, p.50) thus, the adoption of anti-hate crime legislation is deterrence for the commission of hate crimes and recognizes the stigmatizing effects of victimization. Additionally, modern hate crime legislation is a strategy to engage the criminal justice system in combating anti-minority sentiment (Lyons, 2006). Current hate crime policies in the United States fall into the categories of penalty enhancement statutes, civil rights statutes, and reporting statutes (McPhail, 2000).

Penalty enhancement statutes for hate crimes work in two manners. The first considers the hate crime as a separate offense with a harsher punishment (penalty enhancement). The second considers the bias motivating the hate crime as an aggravating factor with a harsher offense. Thought and opinion are protected by the First Amendment. Penalty enhancement statutes punish thought and may be unconstitutional as speech is considered as a motive and evidence within hate crimes; this has led to the repeal of some hate crime legislation, calling to attention its efficacy.

Civil rights statutes provide the free exercise of rights protected by the law. Some federal civil rights statutes include: the Hate Crimes Prevention Act, the Deprivation of Rights Statute, and the Church Arson Prevention Act.

The Hate Crimes Prevention Act which provides either a 7 or 10 year maximum prison term for offenses not resulting in death, additionally the law provides funding to state, local, and tribal

jurisdictions to help in investigate, prosecute and prevent hate crimes (18 U.S.C. § 249). The Deprivation of Rights Statute makes it a crime to deprive someone of their rights, privileges and protections secured by the Constitution of the U.S. (18 U.S. § 242). The Church Arson Prevention Act prohibits the defacement, damage or destruction of any religious real property because of the religious, racial, or ethnic characteristics of that property (18 U.S. § 247).

Reporting statutes mandate the collection of data and the reporting of hate crimes by law enforcement agencies (McPhail, 2000). “The Hate Crime Statistics Program of the FBI’s Uniform Crime Reporting (UCR) Program collects data regarding criminal offenses that are motivated, in whole or in part, by the offender’s bias against a race, religion, sexual orientation, ethnicity/national origin, or disability and are committed against persons, property, or society” (UCR, 2010). Motivation is subjective; therefore, it is difficult to know whether a crime is a result of bias. Additionally, the presence of bias does not always indicate a hate crime. When there is sufficient evidence to determine that the offender’s actions were motivated in whole or part by hate or bias, the committed crime can be deemed a hate crime (UCR, 2010).

Because hate crimes target a group of people rather than particular individual, the crime itself perpetuates a fear that any member of that group could be next. This affects the society through the influence of attitudes regarding members of targeted groups (Craig and Waldo, 1996). The variance of experiences within different demographic groups leads to a difference of perceptions with regards to hate crimes. “In general there is a strong racial polarization around policies to combat racial inequality. African-Americans and Latinos are more likely to think of discrimination as the central axis of oppression, whereas whites are more likely to perceive discrimination in terms of idiosyncratic, isolated incidents.” (Andersen, 2001, p. 191) The social environment of individuals and social groups influences the perceptions of discrimination and acts carried out on the basis of discrimination. Those who are not members of social groups within social environments, in which discrimination may be found, will believe that discrimination is an isolated incident rather than indicative of an institutional problem. Additionally, individuals who are not in immediate contact with social groups who are victims of hate crimes, may exhibit subtle or overt forms of discrimination based on assumptions of those groups. “[Therefore, it is important to change] the way that violence against minorities is

perceived in hopes of achieving greater sympathy for victims and condemnation of offenders” (Lyons, 2006, p. 40).

2.3: The Social Environment and Social Learning

An individual’s demographic background can guide their assumptions about future events, knowledge of alternatives, and knowledge of consequences attached to alternatives. When members of a group differ with respect to their demographic background, they may have different interests, values, and expectations. Their perceptions may lead them to have different understandings about societal events (Pelled, 1996). Social identities are formed in relation to the internalization of socially constructed categorizations. Individuals who express similar social identities may form social groups which are focused on the interdependence of its members. Social groups may differ in their experiences due to the variance in memberships and goals among groups. For example, the historical experiences of Native Americans, African-Americans, and other minority groups produce a variance in experiences due to struggles that these groups have faced when compared to the majority group.

The variance in experience leads some groups to have a higher rate of successes and failures based on the personal and social attributes of the individuals within the groups. Andersen suggests “some groups in society have a more complete view, particularly of the system of [categorization] that buttresses their lives and the lives of others” (2001, p.182). Socially constructed categorizations of social groups influence how individuals and groups view themselves within a social environment, additionally, the social environment may influence the way that individuals perceive the world. The social environment consists of societal institutions and normalizing agents, within the environment social groups can be an agent of socialization through disseminating social and cultural norms based individuals’ acquirement of information through social learning processes.

Social learning can occur within a group setting through the observation and imitation of behaviors (Myers, 1999). The diversity of social groups plays a role in the social learning of perceptions due to a consideration of the variance of experience among social groups. The immediate social environment shapes how individuals perceive hate crimes through their learning of cultural norms, involvement within institutions, and their ties to social groups. Hare

stresses “the manner in which the law responds to hate crimes has a crucial bearing on the extent to which ethnic and other minorities repose confidence in the criminal justice system” (1997, p.415). In the criminal justice system hate crimes are addressed by reporting mechanisms and hate crime statutes which vary by state. Therefore, hate crimes can be defined in differing ways depending on the locale.

Research conducted by Craig and Waldo (1996) sought to determine whether differences in perceptions exist for the different types of crime. They reported the results of a survey, as well as the results of an experimental study. In the survey, college students were categorized by their perceived racial/ethnic background and were asked short-answer questions regarding their perceptions of hate crimes. Questions asked included: (1) “The typical hate crime involves...” (2) “The typical hate crime is committed against...” (3) “The typical hate crime is committed because...” (4) “The typical victim of a hate crime can be described as...” and (5) “The typical perpetrator of a hate crime can be described as...” Based on these questions the results of the survey indicated various definitions and perceptions regarding hate crimes among the students.

In the experimental component, respondents read a description of an assault on a man or a woman, that was either motivated by racial or religious bigotry, heterosexism, or was ambiguous. Afterwards, the participants responded to a questionnaire designed to assess severity and attributions of responsibility of the crime (Craig and Waldo, 1996). Results indicated various differences in perceptions among the race and gender of participants. Participants of color were more likely to report knowing a victim of a hate crime, showing that participants of color may have a greater exposure to actual hate crimes (Craig and Waldo, 1996). Additionally, participants indicated that perpetrators of hate crimes would more likely be punished as when compared to ambiguous crimes. This shows an increased awareness of hate crimes in our society with regards to participants of color. Additionally, there may be a belief in some locations that there is an increased amount of legislation meant to protect marginalized populations as when compared to legislation for the majority population (Craig and Waldo, 1996).

Craig and Waldo’s 1996 study suggests that differences in perception among participants exists which can be attributed to the variance in responses by gender and racial/ethnic background. For the purposes of this research, the composition of groups based on the diversity of participants may lead to a variance in hate crime perceptions, producing measurable results

showcasing the social learning of perceptions within focus groups and determining the level at which it occurred across focus groups.

2.4: Social Categorization and Social Learning

A color-blind perspective asserts that all individuals in our society should be treated as the same without regard to racial and ethnic differences. This notion may allow for the further oppression of marginalized groups. Hughes and Giles, assert “[Critical Race Theory] rejects the assumption of a color-blind society where racism is a thing of the distant past. CRT recognizes that racism, both structural and personal, is alive and well and adds intense complexity to the notion of democracy that most folks cling to as desirable and idea.” (2010, p. 47). McPhail suggests, “for those who want Americans to stand united as a single constituency, separating into groups based on racial, religious, sexual, or gender categories is divisive in that it emphasizes differences instead of commonalities” (2000, p. 647). The classification of race in society (balkanization) directly contributes to race-consciousness and perceptions and the role they play in our everyday lives. Due to balkanization, inequalities have been created and repeated through societal practices such as the collection and use of demographic data for quantitative research methodologies. Though categorization and collection practices have proven useful in some arenas, balkanization leads to the formulation of racial perceptions which prove to be unconstructive in the criminal justice system through the production and implementation of hate crime laws.

The treatment of all racial, ethnic, religious, gender and sexual identities as the same while racial categorization practices exist can allow stereotypical notions and language to rise about the varying identities, normalizing oppression. It can be unrecognized that it is taking place in our society unless it is in an overt manner, though in many institutions it happens in a covert manner. Hutton states, “Labeling Theory asserts that there is a power struggle prevalent within our society in which individuals strive for social power and dominance. Additionally, race is a master status and may at times contribute to discrimination, ultimately affecting social order, social status, and overall social interaction. Individuals are not considered deviant based upon the norm violation but rather based upon who they are” (2009, p.5). Therefore, in society some individuals are seen as deviant by their very existence due to societal perceptions of these individuals and their respective social groups.

Bias can be attributed to conflict arisen from group categorization (Dovidio & Gaertner, 1999). The formulation of bias is a learned behavior through social interactions at the start of socialization. Additionally, bias is passed down generationally. Bias related behaviors are learned from a variety of institutions within the society, examples include: family, friends, education, and the media (Anderson, Dyson, and Brooks, 2002). Within a social environment, these behaviors must be reinforced to become long-lasting. Through reinforcement, values are defined through cultural norms and experiences within the institution, allowing for the perpetuation of ideals which devalue a demographic group, leading to bias related behaviors (Anderson, Dyson, and Brooks, 2002). As long as bias related behaviors are reinforced they will continue to exist until there is an intervening mechanism, thus hate crime perceptions are learned through social interactions shaped by the group categorization and the social environment.

Those who engage in discrimination may actually hold beliefs in which they consider non-prejudiced. This can be attributed to the socialization process in which individuals are exposed to cultural stereotypes on a repeated basis. If stereotypes are not dispelled, then even with a conscious effort to suppress stereotypical responses individuals may still have automatic associations for different demographic groups. (Dovidio & Gaertner, 1999) Ford and Airhihenbuwa state within society “minorities are chronically exposed to diverse forms of everyday racism. In response they may learn to ignore everyday racism because it occurs so frequently, become adept at detecting it, or become hyper-vigilant about it, perceiving any unfair treatment as racism” (2010, p. 32). As a result people of color are more likely to report knowing a victim of a hate crime, showing that people of color may have a greater exposure to actual hate crimes (Craig and Waldo, 1996).

2.5: Conclusion

The success and failures of different social groups due to the collective social and personal attributes of its members leads to different perceptions with regards to demographics. Thus social learning varies across demographic groups. In addition, the social environment shapes perceptions in respect to the way the environment influences group dynamics and in turn the way individuals are further socialized. As diversity plays a role in our perceptions of hate crimes due to the social environment and social learning, the efficacy of hate crime legislation should be

addressed. “Our personal distaste of hate crimes should not deter us from conducting a careful policy analysis to better inform our decisions and actions” (McPhail, 2000, p. 2).

The penalization of hate crimes based on a discriminatory motive raises the issue of constitutionality in some circles. The need for social regulatory policies that seek to change the behavior of individuals based on moral grounds is a subject of continuing debate. The current system is based on the rates at which these crimes are reported; the pressure from interest groups for hate crime policy implementation, and the rate in which these policies are adopted. In this system interest groups must be able to show that there is an increase in hate crimes in order to successfully have hate crime policies implemented. However, law enforcement officials must fully adopt these policies, so change can be effected in the way hate crimes are addressed. In 2011, Attorney General Kamala D. Harris states that “there is no place in our inclusive Golden State for hate crimes and their destruction of what makes California so special... I welcome the decrease in these senseless crimes and commend state and local law enforcement for their efforts to protect every Californian” (San Luis Obispo City News, 2012). Her statement was in response to the 4% decrease in 2011 reported in California (1,107 in 2010 vs. 1,060 in 2011). It is perceived that hate crimes may be on the decline, this may be true, or the reporting of hate crimes may be on the decline. The National Crime Victimization Survey suggests that 191,000 may occur annually, thus 3% of hate crimes are reported in the Uniform Crime Report. The differing perceptions among individuals and social groups must be in the forefront when discussing the role of socialization and social learning in understanding patterns of discrimination. The formulation of individual and institutional perceptions of hate crimes and the response to hate crimes are a gateway to the creation of effective policies.

3. Research Design

3.1: Introduction

In 1996, Craig and Waldo of the University of Illinois completed a mixed method design that utilized surveying and an experimental design to yield results. This study is one of the few that is focused on obtaining information on individual perceptions of hate crimes that utilizes a university as a sampling frame. Close to two-thirds of hate crimes are committed by individuals under the age of 24, and over 13% are committed on college campuses (Nutter, 2007). There are over 4,100 colleges and universities in the United States, about 120 of these colleges and

universities reported over 400 hate related incidents in 2010. Stotzer and Hossellman report “surveys of college students reveal high rates of hate crimes, both reported and unreported, with about 16% of students responding that they’ve been the victims of prejudice, and 25% of racial and ethnic minority students specifically report being the victims of prejudice [however, these rates may be an understatement]” (2011, p.648).

Due to the Clery Act all colleges and universities that participate in financial aid programs must report crimes which take place on or near their respective campuses, failure to do so may result in financial penalties. Initiatives by the Attorney General’s Civil Rights Commission on Hate Crimes have sought to increase the reporting of hate crimes and hate incidents on campuses and increase the rate of reporting by law enforcement agencies. However, there is still an underreporting of hate crimes and hate incidents on campuses though data shows incidents do occur. For example, the defacement of university property with slurs or epithets is considered destruction of property/vandalism and a hate crime. Though, hate crimes such the destruction/vandalism of property is a documented measure within the Clery Act, it may be omitted with regards to hate related crimes and incidents as they may not be interpreted as hate crimes but rather bias incidents.

A bias incident such as the usage of derogatory language or hate crime such as the defacement of property can be a catalyst for more serious hate related acts. Therefore, it is important to consider the perceptions of college student population as well as individuals who work closely with this population. In order to understand why these crimes are being committed at a higher rate by this age group, the perceptions of potential victims, target groups, and potential offenders, and additionally, the efficacy of current hate crime legislation.

3.2: Variables and Hypotheses

This project was an exploratory experimental design that utilized focus groups to explore how social environment and diversity⁷ affects the social learning of hate crime perceptions. Specifically, if focus group participants’ perceptions of hate crimes are influenced by a heterogeneous group composition, and additionally, if the heterogeneousness of the group increases the amount of social learning incurred as compared to a homogenous group.

⁷ The effect of diversity shall be defined as the heterogeneousness of a focus group composed of participants from the following demographic backgrounds for the purposes of this project: race/ethnicity, gender, gender identity, sexual orientation, and campus affiliation.

In order to examine how diversity affects the social learning of hate crime perceptions, this project utilized the variables of diversity, social learning⁸, and social environment⁹. The diversity of each focus group was considered the treatment variable while the social learning of hate crime perceptions was considered the variable dependent on diversity. The social environment in which this research took place was considered to be the intervening variable and an additional treatment variable. Specially, the variable social environment, provided a clearer explanation to the perceived relationship between diversity in group composition and social learning. Additionally, the variable social learning could be directly influenced by social environment. Focus groups composed on the homogeneousness of specific participant attributes will be considered control groups while groups composed on the heterogeneousness of specific participant attributes will be considered treatment groups. It is hypothesized that *Diversity in group composition influences the social learning of hate crime perceptions*. And Additionally, *The social environment influences the social learning of hate crime perceptions*. However, exactly how social environment and diversity may condition the social learning of hate crime perceptions is the guiding question of this research.

Table 3.2.1: List of Variables and Test Method

<i>Variable Name</i>	<i>Variable Type</i>	<i>Definition</i>	<i>Test Method</i>
Diversity of Participants (Demographic Information)	<i>Treatment</i>	The heterogeneousness of a focus group composed of participants from the following demographic backgrounds for the purposes of this project: race/ethnicity, gender, sexual orientation, religion, ability, socioeconomic status, and age.	<i>Demographic Groups Tested:</i> Caucasian Minority LGBTQ Combined
Social Environment	<i>Intervening/Treatment</i>	The immediate physical or social setting in which something happens or develops (Barnett, 2001).	<i>Testing Environment:</i> University Classroom <i>Secondary Environment:</i> Campus and Local Community
Social Learning	<i>Dependent</i>	Social learning occurs within a group setting through the observation and imitation of behaviors (Myers, 1999).	<i>Test Stimulus:</i> (1) Discussion Questions (2) Media Content (3) Pre-test/Post-Tests

⁸ Social learning occurs within a group setting through the observation and imitation of behaviors (Myers, 1999).

⁹ The immediate physical or social setting in which something happens or develops (Barnett, 2001).

3.3: Pre and Post-Test Design

The survey design for this project was a longitudinal design which utilized pre and post-tests in order to measure the social learning of hate crime perceptions in each focus group. The longitudinal aspect of this survey was important for understanding the effect of social learning on hate crime perceptions. By testing participant's perceptions before and after the focus group sessions it could be seen if any social learning occurred and if it could be contributed to the introduction of stimulus regarding hate crimes or immediate and/or secondary social environment.

In order to best understand how social environment and diversity may condition the social learning of hate crime perceptions, the variables assessed included: diversity, social learning, and social environment. Subsequent assessment themes were created from variables. These themes included: the occurrence of hate crimes, the reason hate crimes are committed, the victims of hate crimes, the perpetrators of hate crimes, whether or not participants have been bullied based on aspects of their identity, and hate crime prevention/criminalization. Importantly, the pre-test included demographic information so participants could be placed in focus groups in accordance to their demographic attributes.

The pre-test was designed to understand the participants' perceptions of hate crimes and to aid in the placement of participants in focus groups. The focus group sessions were designed to encourage the social learning of hate crime perceptions so the effect of social learning on hate crime perceptions may be understood, respective to the social environment. Sample pre and post-tests can be found in Appendix L-M.

Table 3.3.1: Pre and Post-Test Design and Focus Group Methodology

<i>Variable Name</i>	<i>Variable Type</i>	<i>Sample</i>	<i>Categories</i>
Diversity of Participants (Demographic Information)	<i>Treatment</i>	(1) Race/Ethnicity (2) Gender/Gender Identity (3) Sexual Orientation (4) Campus Affiliation	(1) Focus group placement
Social Learning	<i>Dependent</i>	(1) Definition (2) Reasons Hate Crimes are Committed (3) Victims (4) Perpetrators (5) Prevention (6) Perceptions about groups and what societal mechanisms may contribute to their victimization.	(1) Definition of a hate crime/bias incident (2) What is/ is not a hate crime (3) Societal causes (4) Legal reactions to hate crimes
Social Environment	<i>Intervening/Treatment</i>	(1) Occurrence of hate crimes within the immediate environment. (2) Prior victimization.	(1) Reporting rates (2) Campus and community climate

3.4: Sample Selection

Participants self-selected for participation in focus groups; participation was open to all interested parties. A notice for the focus group sessions was given at a West Coast University, due to this; participants included students and staff members of varying demographic backgrounds. To obtain participants the primary researcher created flyer which was strategically placed around campus. Specifically, in areas of the university that are considered high traffic. The flyer included a QR code which was linked to a social media page when scanned, this page included more information about the project and details on how one could get involved. An announcement was posted on the university's online bulletin space; students, staff, faculty and alumni were able to view the announcement if they logged into their university account. The researcher attended university events to further provide information on the study and to distribute flyers to potential participants, events included university diversity center socials.

When an individual self-selected to take part in focus group they were immediately notified of the specific content that the study sought to investigate via the informed consent, if an individual wished to participate in a focus group session they were required to submit an informed consent prior to their group placement. The placement of participants to a focus group was completely based on responses to a selection survey and the agreement of terms set forth by

the informed consent form. The intended outcome of this procedure yielded groups of individuals within the following demographic categories: Caucasian, LGBTQ, and Minority and Combined (individuals who identified as Caucasian or of a minority background).

A total of 4 focus groups were conducted with the use of these demographic categories, with a total of 12 participants for the entire study. This study conducted 2 focus groups based on race/ethnicity, 1 focus group based on sexual orientation, and 1 focus group encompassing a diversity of demographic attributes.

The 2 focus groups based on race/ethnicity involved participants who are Caucasian and participants who are from minority backgrounds. The focus group based on sexual orientation included a spectrum of participants from the LGBTQ community. The focus group encompassing a diversity of demographic attributes included individuals who were minority or Caucasian backgrounds. The latter focus group tested if the heterogeneity of the group increases the amount of social learning incurred, while the previous groups tested the amount of social learning incurred in homogenous groups. As the majority of hate crimes are committed out of race/ethnicity bias and 20.8% are committed out of sexual orientation bias, with 59% of offenders being identified as Caucasian, it was important to create focus groups respective to this information, in order to best understand the role of diversity and social environment in the conditioning of hate crime perceptions. More information regarding Marketing and Informed Consent Forms can be found in Appendix A-C.

3.5: Focus Group Design

Each focus group was an experimental procedure which sought to understand participant perceptions of hate crimes and the effect that social learning has on these perceptions. The primary researcher, facilitated each focus group session. The role of the researcher as a facilitator in the focus group sessions was known to participants via the informed consent. Additionally, guidelines which included the expectations and conduct for participants was included in the informed consent. Therefore, prior to participation participants were aware of the designated roles within the focus group sessions and the necessity of adherence to those roles.

The researcher's role as the facilitator of each focus group was also focused on the prevention of psychological and social harm for focus group participants. Possible minor risks associated with this research included psychological and social harm. Participants may have experienced some feelings of stress and/or anxiety due to the topics that were discussed in the

focus group session. This was alleviated by the researcher utilizing the following ground rules in each focus group and additionally documenting these in the informed consent: (1) Actively listen; (2) Speak from your own experiences; (3) Share your own stories and experiences; (4) Give others a chance to speak; (5) Be conscious of body language and non-verbal responses; (6) This is a safe and confidential environment. The ground rules were meant to maintain the safety and comfort of the environment. Additionally for vulnerable populations such as the LGBTQ population there was the possibility of stigmatizing effects for attending a focus group session, specifically, if the sexual orientation of the population was made known to the public. Therefore, the researcher ensured that the session was a private environment, where individuals who had gone through the proper outlets to participate were the only ones allowed in the space. When participants arrived for their session, they were asked to choose an alias upon entering the location of the focus group session. The purpose of allowing participants to choose an alias is to protect their identities. This alias was indicated on all surveys taken by the participants, and in all transcripts. In each focus group session, participants were given examples of relevant cases, images, and video. Participants answered discussion questions and engaged with each other throughout the session. More information regarding focus group design can be found in Appendix D-K.

At the conclusion of the focus group session the researcher administered post-tests to participants. The post-test questions were measured against the participant selection questionnaire of the selected participants in order to measure for social learning of hate crime perceptions. Additionally, data gathered from each focus group was compared to measure the overall perceptions of hate crimes by demographic group and the rate of the social learning of hate crime perceptions

3.6: Reliability and Validity

Utilizing focus groups which were composed by the heterogeneousness of participants and homogeneousness of participants allows for replicable results showcasing the occurrence of social learning within various demographic groups. This provided contextual background for understanding why the majority of hate crimes are committed by individuals under the age of 24. Though the results of this procedure are replicable the findings will not be synonymous as experiments involving human subjects produce varying outcomes. The intended results of this

experiment aim to conclude the social learning of hate crime perceptions increases the more heterogeneous a group is, therefore, social learning can be tested with regards to the effect it has in the construction of hate crime perceptions by diversity.

The dependent variable that this project seeks to explore is social learning. Social learning occurs through interaction within the focus group setting; due to this an outcome of the procedure are conformance or the censoring of participants to due active and passive participation within the discussion content.

Participants self-selected themselves for participation within the study, the advertisement of focus group sessions took place at a West Coast University and participants who were passionate or interested in the topic chose to participate. The researcher placed interested participants into focus groups based on the provided demographic information and availability, to create necessary stratification as the prescribed need was to create homogenous and heterogeneous groups for the purposes of the study. The use of a stratified sample which is self-selecting increased the rate of social learning that may have otherwise been limited in its capacity.

The pre and post-tests and the subsequent focus group session underwent pilot testing in order to test the efficacy of the surveys and the focus group methodology in obtaining the necessary information to explore the role of diversity in the effect of social learning on hate crime perceptions. Pilot testing the measurement materials determined the validity and reliability, but also recognized the generalizability of the study. In order to pilot test the study, the researcher asked individuals from various demographic backgrounds to meet in order to discuss the topics of the research. The researcher implemented suggested advice to encourage the maximum amount of social learning. Though, the individuals who took part in the pilot testing procedure were not from a random sample, these individuals provided necessary insight on the matter.

This study can be utilized to explore the social learning of hate crime perceptions, but is limited in its capacity to be representative of a larger sample of participants. This study will be useful in understanding the hate crime perceptions of a sample at a West Coast University where the study is based, and can be compared to other studies that have been university based in this capacity. To yield statistically significant results that can be utilized in policy evaluation and

implementation this study must be replicated on a larger scale with a higher emphasis placed the findings across focus groups within different social environments.

3.7: Method of Analysis

To test the social learning of participants the researcher compared the results of the pre-test survey to the results of the post-test survey utilizing frequency tables, crosstabulations, and percent change applicable. Each variable identified measuring social learning on pre and post-tests was coded in accordance to prescribed themes and then entered into a spreadsheet utilizing IBM® SPSS® Statistics and Microsoft® Excel. In order to run frequencies on each of the variables, the variable “FocusGroup” was created and all variables were sorted against this variable to differentiate and further analyze the results of each focus group.

The audio data gathered in each focus group session was transcribed and utilized to supplement findings of social learning within the pre and posttest survey results. The transcribed audio was coded utilizing a pragmatic content analysis. In conducting this content analysis the researcher utilized the same variables found in the pre and post-test surveys. These variables include: definition of hate crimes, the occurrence of hate crimes, the reason hate crimes are committed, the victims of hate crimes, the perpetrators of hate crimes, hate crime prevention/criminalization, and campus/community climate. Additionally, each focus group session was analyzed for occurrences of: association, reinforcement, and modeling. The variables that were produced as an outcome of the original variables of: diversity, social learning, and social environment in combination with the subsequent categories allow for a full analysis of how social environment and diversity may condition the social learning of hate crime perceptions.

4. Analysis

4.1: Organization of Analysis and Findings

This section contains information regarding the results of each focus group session. A sample description outlining the composition of each group in addition to pre and post-test findings is included. Two analyses were conducted. The first, consisted of an observational analysis which focused on the comparison of pre and post-test data. The second, consisted of a calculated data analysis which calculated the amount of social learning utilizing percent change.

An in depth discussion regarding the findings and limitations will take place in subsequent sections.

4.2: Sample Description

Table 4.2.1: Participant Sample Description

<i>Focus Group Placement</i>	<i>Alias</i>	<i>Race/Ethnicity</i>	<i>Gender Identity</i>	<i>Sexual Orientation</i>	<i>University Affiliation</i>
Group 1	Carlos	Hispanic/Latino (Guatemalan)	Male	Heterosexual	Student
	Nicole	Hispanic/Latino (Mexican)	Female	Heterosexual	Staff
	Simone	Black/African-American	Female	Heterosexual	Student
	Yolanda	Black/African-American	Female	Questioning	Student
Group 2	Natalie	Hispanic/Latino	Female	Heterosexual	Staff
	Cosette	White/Caucasian	Female	Heterosexual	Student
	Nana	White/Caucasian	Female	Heterosexual	Staff
Group 3	Christine	White/Caucasian	Female	Heterosexual	Student
	Steve	White/Caucasian (Italian, German, Czech)	Male	Heterosexual	Student
	Kiana	White/Caucasian	Cisgender	Heterosexual	Student
Group 4	Everette	White/Caucasian	Male	Gay	Staff
	Maria	Hispanic/Latino	Female	Bisexual	Student

A total of 12 individuals participated in this study, yielding 4 focus groups. Group 1 consisted racial/ethnic minority background individuals. Group 2 was a combined focus group consisting of a racial/ethnic minorities and Caucasians. Group 3 consisted of Caucasians. Group 4 consisted of individuals who identified within the LGBTQ spectrum. Specifically, with regards to race/ethnicity 50% of participants were Caucasian, 33.33% of participants were Hispanic/Latino, and 16% of participants were Black/African-American. With regards to gender, 75% of participants were female identified, while 25% of participants were male identified. With regards to sexual orientation 25% of participants were either Gay, Bisexual, or Questioning. And with regards to university affiliation, 66.66% of participants were students and 33.33% of participants were staff members.

4.3: Social Learning Variables by Group Composition

Table 4.3.1: Definition of Terms

<i>Focus Group Placement</i>	<i>Briefly how would you define the term hate crime?</i> Pre-test	<i>Frequency</i>	<i>Percent</i>	<i>What is a hate crime?</i> Post-test	<i>Frequency</i>	<i>Percent</i>
Group 1	a crime committed out of fear or prejudice	2	50.0	Physical act of violence or vandalism because of bias.	1	25.0
	a crime based on attributes of an identity	2	50.0	A crime committed against a group or individual based on attributes of an identity.	3	75.0
Group 2	a crime committed out of fear or prejudice	1	33.3	A crime committed against a group or individual based on attributes of an identity.	3	100.0
	a crime based on attributes of an identity	1	33.3			
	a violent crime committed against someone	1	33.3			
Group 3	a crime committed out of fear or prejudice	3	100.0	An act based on violence, threat of violence, or vandalism based on identity.	3	100.0
Group 4	a crime based on attributes of an identity	2	100.0	An act based on violence, threat of violence, or vandalism based on identity.	1	50.0
				Other	1	50.0

“Briefly how would you define the term hate crime?” was a short answer response question prompted to participants. Prior to each focus group it was perceived by 50% of participants that hate crimes are “a crime committed out of fear or prejudice.” Forty-one percent of participants perceived hate crimes to be “a crime based on attributed of an identity.” Nine percent of participants perceived hate crimes to be “a violent crime committed against someone.” The participants of groups 3 and 4 (Caucasian and LGBTQ) had a synonymous definition of what they each perceived a hate crime to be. Groups 1 and 2 (Minority and Combined) had varying definitions, with the most variance present in Group 2; each member within this group had a different perception of what a hate crime was.

After the focus group session, the short response question “What is a hate crime?” was prompted to participants. Fifty percent of participants indicated that a hate crime is “a crime

committed against a group or individual based on attributes of an identity.” Thirty-three percent of participants indicated that a hate crime is an “act based on violence, threat of violence, or vandalism based on identity.” Groups 2 and 3 as a collective indicated the same responses within groups. Group 2 indicated that a hate crime is “a crime committed against a group or individual based on attributes of an identity.” Group 3 indicated that a hate crime is an “act based on violence, threat of violence, or vandalism based on identity.” Prior to the focus group session, Group 4 collectively had the same responses; however, after participation different responses were indicated. Additionally, within Group 1, 75% of participants indicated the same response of after participation.

With regards to the definition of a hate crime; social learning occurred within each focus group, the highest rates of social learning occurring in groups 2, 3 and 4. The responses of Group 1 varied prior to participation and became more similar after. The responses of Group 2 varied prior to participation and were collectively the same after. Collectively, the responses of Group 3 were the same prior to participation and after participants collectively indicated a different response. The participants of Group 4 collectively indicated the same responses prior to participation, after participation their responses changed to dissimilar ones.

Table 4.3.2: Reasons for Committing Hate Crimes

<i>Focus Group Placement</i>	<i>Why do you think people commit hate crimes?</i> Pre-test	<i>Frequency</i>	<i>Percent</i>	<i>People Commit Hate Crimes Because...</i> Post-test	<i>Frequency</i>	<i>Percent</i>
Group 1	People commit hate crimes out of prejudice.	4	100.0	Biases are strong enough to act on.	2	50.0
	People commit hate crimes because sometimes minorities act in ways that promote attacks.	1	33.3	It's a result of a crime of passion	2	50.0
	People commit hate crimes because we live in a culture that encourages/accepts discrimination.	1	33.3			
Group 2	People commit hate crimes out of prejudice.	2	66.7	Ignorance/Fear/Lack of Understanding	3	100.0
	People commit hate crimes because we live in a culture that	2	66.7			

	encourages/accepts discrimination.					
	Other	1	33.3			
Group 3	People commit hate crimes out of prejudice.	3	100.0	Ignorance/Fear/Lack of Understanding	3	100.0
	People commit hate crimes because we live in a culture that encourages/accepts discrimination.	3	100.0			
Group 4	People commit hate crimes out of prejudice.	2	100.0	Intolerance is acceptable	1	50.0
	People commit hate crimes because we live in a culture that encourages/accepts discrimination.	2	100.0	Lack of acceptance for diversity	1	50.0

When prompted the multiple response question “Why do you think people commit hate crimes?” the majority of answers consisted of “People commit hate crimes out of prejudice” (91%) and “People commit hate crimes because we live in a culture that encourages/accepts discrimination” (66.7%). Collectively each focus group with the exception of Group 2 (Combined) believed that “Hate crimes are committed out of prejudice.” Additionally, collectively groups 3 and 4 (Caucasian and LGBTQ) believed that people commit hate crimes because “We live in a culture that encourages/accepts discrimination.” Sixty-eight percent of participants within Group 2 believed that “Hate crimes are committed out of prejudice” and “We live in a culture that encourages/accepts discrimination.”

After the focus group session participants were prompted the open ended question “People commit hate crimes because...” Fifty percent of participants indicated that people committed hate crimes as a result of “ignorance, fear, and a lack of understanding.” Collectively groups 2 and 3 indicated that people committed hate crimes as a result of “ignorance, fear and a lack of understanding.” Fifty percent of participants within Group 1 (Minority) indicated that people commit hate crimes because their “biases are strong enough to act on,” and 50% of participants indicated that people commit the crimes as a “crime of passion.”

The following is shown regarding the participants perceptions of the reasons that hate crime are committed; the responses of Group 1 varied prior to participation after became more similar. The responses of Group 2 varied prior to participation and were collectively the same after. The responses of Group 3 were collectively the same prior to participation as well as after.

The participants of Group 4 collectively indicated the same responses prior to participation, after participation their responses changed to dissimilar ones. Though social learning took place within each group regarding the question, the most social learning took place in Groups 2 and 4.

4.3.3: Hate Crime Victimization

Please see Appendix N and P for tables.

“Who do you think are the primary victims of hate crimes?” was a multiple response question prompted to participants. Prior to each focus group session it was perceived by 91.6% of participants that the primary victims of hate crimes are racial/ethnic minorities and LGBTQ individuals. Additionally, 58.3% of participants indicated that the primary victims of hate crimes were women (as a group). Each participant within groups 1, 3, and 4 (Minority, Caucasian, and LGBTQ) indicated racial/ethnic minorities and LGBTQ individuals to be the primary victims of hate crimes. Group 2 (Combined) had varying responses regarding this measure, 66.7% of participants within this group indicated racial/ethnic minorities and LGBTQ individuals as a response.

After the focus group the focus group session participants were again asked, “Who do you think are the primary victims of hate crimes?” which was a multiple response question. 83.3% of participants indicated that the primary victims of hate crimes are black/African American people. One hundred percent of participants within groups 3 and 4 indicated this measure. Seventy-five percent of participants within Group 1 and 66.6% of participants in Group 2 additionally indicated this measure. Social learning regarding this question occurred in all groups, the majority occurring in groups 3 and 4.

4.3.4: Hate Crime Perpetrators

Please see Appendix O and Q for tables.

“Who do you think are the primary perpetrators of hate crimes?” was a multiple response question prompted to participants. Prior to each focus group session it was perceived by 66.6% of participants that men (as a group) are the primary perpetrators of hate crimes. Additionally, 58.3% of participants perceived Caucasians to be the primary perpetrators of hate crimes. Collectively, Group 4 (LGBTQ) indicated both of these groups within their responses, this group also identified an additional perpetrator, heterosexual people. Fifty percent of responses within

Group 1 (Minority) and 66.7% responses within Group 3 (Caucasian) indicated men (as a group) and Caucasians as primary perpetrators. Sixty-eight percent of responses within Group 2 (Combined) indicated men (as a group) while 33.3% indicated Caucasians as the primary perpetrators of hate crimes.

After the focus group session, participants were again asked “Who do you think are the primary perpetrators of hate crimes?” which was a multiple response question.

Seventy-five percent of participants indicated that Caucasians were the primary perpetrators of hate crimes. Previously 66.6% of participants identified men (as a group) as primary perpetrators; however, after focus group participation 8.3% of participants indicated this measure. It can be concluded that collectively social learning regarding the perpetrators of hate crimes occurred within each focus group.

4.3.5: Societal Mechanisms as Contributive to Victimization

The following questions were prompted to participants in order to determine their perceptions regarding the victimization of particular groups. Pre-test questions included statements in which responses were determined on the participant’s level of agreement or disagreement. The post-test questions sought understand reasons behind victimization.

Table 4.3.5.1. LGBTQ Victimization

<i>Focus Group Placement</i>	<i>Victims of LGBTQ hate crimes engage in risky behaviors that contribute to the occurrence of hate crimes.</i>	<i>Frequency</i>	<i>Percent</i>
	<u>Pre-test</u>		
Group 1	Slightly Disagree	1	25.0
	Disagree	1	25.0
	Strongly Disagree	2	50.0
Group 2	Strongly Disagree	3	100.0
Group 3	Disagree	1	33.3
	Strongly Disagree	2	66.7
Group 4	Strongly Disagree	2	100.0

Seventy-five percent of participants indicated that they “Strongly Disagree” with the statement of “Victims of LGBTQ hate crimes engage in risky behaviors that contribute to the occurrence of hate crimes.” Whereas 16% of participants “Slightly Disagree” and “8%” of participants “Disagree.” Each participant within groups 2 and 4 (Combined and LGBTQ) indicated the same response of “Strongly Disagree.” Alternatively, the responses within the other

two groups varied. The most varied being in Group 1 (Minority). Within this group 50% of participants indicated “Strongly Disagree.”

Table 4.3.5.2. Anti-Gay Hate Crimes Reasons

<i>Focus Group placement</i>	<i>Why do you think there is a high amount of anti-gay crimes?</i> Post-test	<i>Frequency</i>	<i>Percent</i>
Group 1	Gay perceived as a challenge to the norm	1	25.0
	Sense of superiority for perpetrators	2	50.0
	The labeling of Gays at the other in the media	1	25.0
Group 2	Gay rights are the newest issues	1	33.3
	Gay perceived as a challenge to the norm	2	66.7
Group 3	Gay rights are the newest issues	1	33.3
	Gay perceived as a challenge to the norm	2	66.7
Group 4	Gay rights are the newest issues	1	50.0
	Gay perceived as a challenge to the norm	1	50.0

After the focus group the short response question “Why do you think there is a high amount of anti-gay hate crimes?” was prompted to participants. Forty-two percent of participants indicated that the high amount of anti-gay crimes is a result of “gay rights being the newest issues.” Thirty-three percent of participants indicated that the high amount of anti-gay crimes is a result of being “gay as perceived as a challenge to the norm.” Prior to the focus group session 75% of participants “Strongly Disagreed” that victims of LGBTQ hate crimes engage in risky behaviors that contribute to the occurrence of hate crimes. The categories in which these responses lie can be attributed to focus group discussion, showcasing the social learning of concepts regarding victimization. Gay rights being considered as the newest issues is perceived to be the reason for the high amount of anti-gay crimes and the attitudes regarding individuals who are gay play a role.

Table 4.3.5.3. Increase in Minority Influence

<i>Focus Group Placement</i>	<i>An increase in minority influence has led to an increase in discrimination.</i> Pre-test	<i>Frequency</i>	<i>Percent</i>
Group 1	Agree	1	25.0
	Slightly Agree	1	25.0
	Neutral	1	25.0
	Strongly Disagree	1	25.0
Group 2	Neutral	1	33.3
	Strongly Disagree	2	66.7

Group 3	Slightly Agree	1	33.3
	Neutral	1	33.3
	Strongly Disagree	1	33.3
Group 4	Slightly Agree	1	50.0
	Strongly Disagree	1	50.0

Forty-one percent of participants “Strongly Disagree” that “an increase in minority influence has led to an increase in discrimination” whereas 25% of participants slightly agree with this statement. Sixty-eight percent of participants in Group 2 (Combined) “Strongly Disagree” with this statement provided the least variance within groups regarding the response to this statement. All other groups are highly varied in responses, specifically; each participant provided a different response for this question.

Table 4.3.5.4. Racial Bias Crime Reasons

<i>Focus Group placement</i>	<i>Why do you think there is a high amount of hate crimes committed out of racial bias?</i> Post-test	<i>Frequency</i>	<i>Percent</i>
Group 1	Racial tension throughout history perpetuated in socialization practices	2	50.0
	Feelings of Superiority	2	50.0
Group 2	Lack of understanding	1	33.3
	Racial tension throughout history perpetuated in socialization practices	2	66.7
Group 3	Racial tension throughout history perpetuated in socialization practices	2	66.7
	Lack of diverse relationships/preparation for living in a diverse society	1	33.3
Group 4	Racial tension throughout history perpetuated in socialization practices	1	50.0
	Lack of diverse relationships/preparation for living in a diverse society	1	50.0

After the focus group the short response question “Why do you think there is a high amount of hate crimes committed out of racial bias?” was prompted to participants. Fifty-nine percent of participants indicated that the high amount of racial bias crimes can be attributed to “Racial tension throughout history perpetuated in socialization practices.” Prior to the focus group 41% of participants “Strongly Disagreed” that “an increase in minority influence has led to an increase in discrimination.” Rather, the categories in which these responses reside can be attributed to focus group discussion, showcasing the social learning of concepts regarding

victimization. Specifically, racial tension throughout history perpetuated in socialization practices, being the perceived cause of discrimination and subsequent hate crimes.

Table 4.3.5.5. Anti-Semitic and Anti-Muslim Rhetoric

<i>Focus Group placement</i>	<i>Anti-Semitic and Anti-Muslim rhetoric has led to an increase in hate crimes against individuals perceived to be in these groups.</i> Pre-test	<i>Frequency</i>	<i>Percent</i>
Group 1	Agree	2	50.0
	Neutral	1	25.0
	Strongly Disagree	1	25.0
Group 2	Slightly Agree	2	66.7
	Neutral	1	33.3
Group 3	Strongly Agree	1	33.3
	Agree	1	33.3
	Slightly Agree	1	33.3
Group 4	Strongly Agree	2	100.0

Thirty-three percent of participants “Strongly Agree” that “Anti-Semitic and Anti-Muslim rhetoric has led to an increase in hate crimes against individuals perceived to be in these groups.” Whereas 25% “Slightly Agree” and 25% “Agree” with this statement. One hundred percent of participants within Group 4 (LGBTQ) “Strongly Agree” with this statement and 66.7% of participants in Group 2 (Combined) “Slightly Agree” with this statement. Group 3 (Caucasian) showcases the highest variance in responses, specifically; each participant within this group provided a different response.

Table 4.3.5.6. Anti-Semitic and Anti-Muslim Hate Crime Reasons

<i>Focus Group placement</i>	<i>What might be the reason that there is a high rate of anti-Semitic and Anti-Muslim hate crimes?</i> Post-test	<i>Frequency</i>	<i>Percent</i>
Group 1	WW II and the current Middle East Wars	1	25.0
	The negative labeling of these groups	3	75.0
Group 2	WW II and the current Middle East Wars	2	66.7
	The negative labeling of these groups	1	33.3
Group 3	WW II and the current Middle East Wars	3	100.0
Group 4	WW II and the current Middle East Wars	1	50.0
	The negative labeling of these groups	1	50.0

After the focus group the short response question “What might be the reason that there is a high rate of Anti-Semitic and Anti-Muslim hate crimes?” was prompted to participants. Fifty-nine percent of participants indicated that “World War II and the current Middle East wars” are the reason for a high rate of anti-Semitic and anti-Muslim hate crimes. Forty-two percent of participants indicated that the “negative labeling of these groups” accounts for the high rate of hate crimes. Prior to the focus group when the statement “Anti-Semitic and Anti-Muslim rhetoric has led to an increase in hate crimes against individuals perceived to be in these groups” was prompted to participants 83% of participants’ responses fell within the “Strongly Agree to Slightly Agree” range. As a result, the rhetoric that participants’ feel has led to an increase in hate crimes against Jewish and Muslim people is either associated to war or to negative labeling. The categories in which these responses lie can be attributed to focus group discussion, showcasing the social learning of concepts.

4.3.6. Hate Crime Punishment

Table 4.3.6.1. Hate Crime Punishment

<i>Focus Group Placement</i>	<i>How should hate crimes be handled in the criminal justice system?</i> <i><u>Pre-test</u></i>	<i>Frequency</i>	<i>Percent</i>	<i>How do you feel that hate crimes should be handled in the criminal justice system?</i> <i><u>Post-test</u></i>	<i>Frequency</i>	<i>Percent</i>
Group 1	There should be harsher penalties for people who commit hate crimes	2	50.0	Penalty Enhancement Statutes	2	50.0
	Hate crimes should be punished like regular crimes	1	25.0	Penalty Enhancement/Rehabilitative	1	25.0
	I don't know/I'm not sure	1	25.0	I don't know	1	25.0
Group 2	There should be harsher penalties for people who commit hate crimes	1	33.3	Restorative Justice/Rehabilitation	1	33.3
	It should depend on the type of hate crime committed	1	33.3	Penalty Enhancement/Restorative Justice	1	33.3
	I don't know/I'm not sure	1	33.3	I don't know	1	33.3
Group 3	There should be harsher penalties for people who commit hate crimes	1	33.3	Restorative Justice/Rehabilitation	1	33.3
	Hate crimes should be punished like regular crimes	2	66.7	Penalty Enhancement/Rehabilitative	2	66.7
Group 4	There should be harsher penalties for people who commit hate crimes	1	50.0	Restorative Justice/Rehabilitation	1	50.0
	Other	1	50.0	Penalty Enhancement/Rehabilitative	1	50.0

When prompted the question “How should hate crimes be handled in the criminal justice system?” prior to each focus group session it was perceived by 41.6% of participants that “There should be harsher penalties for people who commit hate crimes.” Twenty-five percent of participants believed that “Hate crimes should be punished like regular crimes.” Twenty-five percent of participants indicated that they were not sure how hate crimes should be punished, or indicated something else on the pre-test survey. Nine percent of participants indicated that it “Should depend on the type of crime committed.” The pre-test results of this question varied within and across each focus group, the least amount of variance occurred within Group 3 (Caucasian). Sixty-eight of participants within this group believed that hate crimes should be punished like regular crimes.

After focus group sessions participants were asked the short response question “How do you feel that hate crimes should be handled in the criminal justice system?” Thirty-four percent of participants indicated that a combination of hate crime penalty enhancements and rehabilitative programs would be necessary for handling hate crimes in a criminal justice system. Groups 1(Minority) and 3 have the least amount of variance in responses, prior to focus groups, this was also the case. As a whole the same amount of variance exists as it did previously, though responses regarding how hate crimes should be handled in the criminal justice system did change, the distribution of responses did not. The learning of different mechanisms for treatment did occur within each focus group session.

4.3.7. Hate Crime Prevention

Table 4.3.7.1. Hate Crime Punishment

<i>Focus Group Placement</i>	<i>How should hate crimes be prevented? Pre-test</i>	<i>Frequency</i>	<i>Percent</i>	<i>How can hate crimes be prevented? Post-test</i>	<i>Frequency</i>	<i>Percent</i>
Group 1	The implementation of anti-hate crime legislation	2	50.0	Comprehensive education strategies	1	50.0
	Community education to encourage advocacy and prevention	2	50.0	Harsher penalties and implications	1	50.0
Group 2	Fostering coalitions and networks for system-wide problem solving	1	33.3	Comprehensive education strategies	2	66.7
	Community education to encourage advocacy and prevention	1	33.3			
	other	1	33.3			
Group 3	Fostering coalitions and networks for system-wide problem solving	3	100.0	Comprehensive education strategies	3	100.0
Group 4	Community education to encourage advocacy and prevention	2	100.0	Comprehensive education strategies	2	100.0

Prior to the focus group session participants were asked “How should hate crimes be prevented?” Forty-seven percent of participants indicated that hate crimes should be prevented through “Community education to encourage advocacy and prevention.” Thirty-four percent indicated that hate crimes should be prevented through “Fostering coalitions and networks for system-wide problem solving.” Groups 3 and 4 (Caucasian and LGBTQ) collectively indicated the same responses, while Group 1 was divided between the implementation of anti-hate crime legislation and community education to encourage advocacy and prevention.

After focus group participation, the short response question “How can hate crimes be prevented?” was prompted to participants. Of the participants that responded 87.5% indicated that “Comprehensive education strategies are needed to prevent hate crimes.” Collectively, groups 2 (Combined), 3, and 4 indicated this. It can be determined that the most social learning occurred in Group 3. It should be noted that social learning did not occur in Group 4 as the responses within this group regarding this measure are virtually the same on the pre-test. Within groups 1 (Minority) and 2 some measure of social learning may have occurred, though 3 participants chose not to provide input regarding their perception of prevention strategies, learning still have occurred regarding the feasibility of certain strategies in prevention.

4.4: Social Environment Variables by Group Composition

4.4.1. The Local Occurrence of Hate Crimes

Table 4.4.1.1. The Local Occurrence of Hate Crimes

<i>Focus Group placement</i>	<i>How often do you think hate crimes occur at the university and in the city? <u>Pre-test</u></i>	<i>Frequency</i>	<i>Percent</i>	<i>How often do you think hate crimes occur at the university, in the city, and in the county? <u>Post-test</u></i>	<i>Frequency</i>	<i>Percent</i>
Group 1	More often than monthly	3	75.0	More often than monthly	2	50.0
	Monthly	1	25.0	Monthly	2	50.0
Group 2	Monthly	1	33.3	More often than monthly	1	33.3
	A few times per year	2	66.7	Monthly	1	33.3
				I don't know	1	33.3
Group 3	More often than monthly	1	33.3	Monthly	3	100.0
	Monthly	2	66.7			
Group 4	More often than monthly	1	50.0	More often than monthly	1	50.0
	A few times per year	1	50.0	Monthly	1	50.0

Fifty percent of participants believe that hate crimes occur more than monthly at the university and in the city. Thirty-three percent believe that hate crimes occur “monthly” and 25% believe they occur a “few times each year.” Seventy-five percent of participants within Group 1 (Minority) believe that hate crimes occur “more often than monthly,” 66.7% of participants within Group 2 believe they occur a “few times each year,” 66.7% of participants in Group 3 (Caucasian) believe they occur “monthly,” and 50% of participants in Group 4 (LGBTQ) believe they occur “more often than monthly” while the other 50% believe they occur “a few times each year.”

After focus group participation, 58.3% of individuals indicated that they believe hate crimes occur “monthly.” Thirty-three percent indicated that they believe hate crimes occur “more often than monthly.” Social learning occurred within each group, the most was experienced in Group 3. One hundred percent of participants within this group indicated that hate crimes occur “monthly.”

4.4.2. Hate Crime Occurrence in the United States

Table 4.4.2.1. Hate Crime Occurrence in the United States

<i>Focus Group placement</i>	<i>How many hate crimes occur each year in the US?</i> Post-test	<i>Frequency</i>	<i>Percent</i>
Group 1	More than 100,000	4	100.0
Group 2	50,000-100,000	1	33.3
	More than 100,000	2	66.7
Group 3	More than 100,000	3	100.0
Group 4	More than 100,000	2	100.0

It was presented in each focus group session that over 190,000 hate crimes are thought to occur each year according to the National Crime Victimization Survey. Survey measures ranging from “Under 10,000 to More than 100,000” were presented to participants. Ninety-two percent of participants indicated that more 100,000 hate crimes occur each year in the United States. Sixty-seven percent of participants indicated this measure in Group 2 (Combined). It can be concluded that through focus group participation the social learning of the occurrence of hate crimes in the United States occurred, the majority of learning taking place in groups 1, 3, and 4 (Minority, Caucasian, and LGBTQ).

4.4.3. *Bullying Based on Identity Attributes*

Table 4.4.3.1. Bullying Based on Identity Attributes

<i>Group Placement</i>	<i>Have you ever been the target of bullying based on your gender identity, sexual orientation, race/ethnicity, religion, or ability?</i> Pre-test	<i>Frequency</i>	<i>Percent</i>
Group 1	Yes	4	100.0
Group 2	Yes	1	33.3
	No	2	66.7
Group 3	Yes	1	33.3
	No	1	33.3
	I don't know/I'm not sure	1	33.3
Group 4	Yes	2	100.0

Prior to focus group participation, Groups 1 and 4 (Minority and LGBTQ) indicated that they have been the targets of bullying based on gender identity, sexual orientation, race/ethnicity, religion, or ability. Sixty-seven percent of participants within Group 2 (Combined) indicated that they had never been bullied based on characteristics of their identity. Whereas participants in Group 3 (Caucasian) each indicated a different measure, showcasing the greatest amount of variance.

Table 4.4.3.2. Type of Bullying

Focus Group Placement	If you have been bullied based on characteristics of your identity what type of bullying was it? Post-test	Frequency	Percent
Group 1	Emotional	2	50.0
	Emotional/Physical	1	25.0
Group 3	Emotional	3	100.0
Group 4	Emotional	1	50.0
	Emotional/Physical	1	50.0

After focus group participation participants were asked specifically, “If you have been bullied based on characteristics of your identity what type of bullying was it?” This question was a short response; answers were coded and categorized in accordance to similarity. Of the participants who indicated that they had been bullied 75% indicated that it was emotional bullying and indicated that it was both emotional and physical bullying. Collectively participants within Groups 3 and 4 indicated that they had been bullied, prior to participation, this was not the case. 1 participant in Group 3 indicated that they had been bullied while another indicated that they were not sure. Additionally, 2 participants from both groups 1 and 2 who had indicated that they had been bullied changed their response in the post test. The most social learning for this question occurred in Group 3, and additional occurrences of social learning took place in groups 1 and 2.

4.4.4. Perceived Learning

Table 4.4.4.1. Perceived Social Learning

Focus Group placement	Please rate your level of participation in today's session. Post-test	Do you feel that you learned anything through your participation today?
		Yes
Group 1	Very High	3
	Slightly High	1
Group 2	High	1
	Neutral	1
	Slightly Low	1
Group 3	High	3
Group 4	High	2

A Crosstabulation was conducted to measure each participant's perception of self-participation and learning. At the conclusion of each focus group session each participant indicated that they learned something through their participation. However, there were varying indications of participation. Members of groups 3 and 4 (Caucasian and LGBTQ) indicated the same measures of participation, whereas participants of groups 1 and 2 (Minority and Combined) indicated different measures, with Group 2 (Combined) being the most varied in levels of participation.

4.5: Calculated Social Learning

At the conclusion of the primary analysis, a secondary analysis was conducted in order to calculate the social learning for each measure. Utilizing Microsoft® Excel, the percent change for each pre-test and post-test response was calculated. The average percent change was calculated for variables in which multiple responses were present. This process resulted in the following:

Table 4.5.1. and Table 4.5.2. Calculated and Observed Social Learning by Category

<i>Category</i>	<i>Social Learning Occurrence by Group</i>	<i>Calculated Social Learning</i>	<i>Category</i>	<i>Calculated Social Learning (Highest Occurrence)</i>	<i>Observed Social Learning</i>
Definition of a Hate Crime	Group 2	200.3	Definition of a Hate Crime	Group 2	Group 2
	Group 4	50			Group 3
Reasons Hate Crimes are Committed	Group 2	49.9			Group 4
	Group 4	-50	Reasons Hate Crimes are Committed	Group 4	Group 4
Hate Crime Victimization	Group 3	-80			Hate Crime Victimization
	Group 4	-80	Group 4	Group 4	
Hate Crime Perpetration	Group 1	-25	Hate Crime Perpetration	Group 4	Group 1
	Group 2	-49.92			Group 2
	Group 3	-70			Group 3
	Group 4	-80			Group 4
Hate Crime Punishment	Group 1	0	Hate Crime Punishment		Group 1
	Group 2	0			Group 2
	Group 3	0			Group 3
	Group 4	0			Group 4
Hate Crime Prevention	Group 2	-32.63	Hate Crime Prevention	Group 2	Group 3
	Group 3	-25.04	Hate Crime Occurrence Locally	Group 1	Group 3
Group 1	33.3	Group 1			
Group 2	-16.6	Group 3			
Hate Crime Occurrence Locally	Group 3	-25.03	Hate Crime Occurrence U.S.		Group 1
	Group 1	0			Group 3
	Group 2	0			Group 4
	Group 3	0			
Hate Crime Occurrence U.S.	Group 4	0	Bullying Based on Identity Attributes	Group 3	Group 3
	Group 1	-25			Group 4
	Group 2	-100			
	Group 3	200.3			

When comparing the calculated social learning to the observed social learning there is minor variance present within the calculated measures. The most considerable in present within the measures of hate crime perpetration, punishment, and occurrence in the United States. Variance can be attributed to the utilization of percent change in order to measure the change in response. These calculated responses do not indicate the occurrence of social learning, however in comparing when comparing to the observed results, this was not the case. This statistical test reports changes on this basis of distribution of responses. If changes are present, yet the distribution of the changes is not noticeable in reporting, then results will not indicate a percent change.

However, when comparing other measures within the calculated social learning and the observed social learning, there are similar findings. It was necessary to calculate social learning in order to determine the efficacy of the observed social learning observations. The following can be concluded from the calculated social learning tests: large positive observations suggest the collective learning of responses while large negative observations suggest the collective learning of dissimilar responses. Both of these occurrences were observed via frequency and crosstabulation tests, therefore both analytic techniques yielded similar results.

5. Discussion

5.1: Introduction

The procedure of conducting focus groups based on demographic composition yielded results which indicate that hate crime perceptions vary based on demographic information, and additionally, these perceptions can be influenced by other factors, such as group participation. A conclusion indicating that hate crime perceptions vary by demographics and that additionally the perceptions of hate crimes can be socially learned urges us to examine the efficacy of hate crime legislation. Social regulatory policies are aimed at correcting unfavorable behaviors within our society, additionally they can be seen as symbolic rather preventative in nature. Creating social regulatory policies that are in line with public perceptions regarding the issues creates policies that are enforceable. Therefore, creating hate crime legislation that addresses the needs of constituents will transfer policies that are currently seen as symbolic to policies that are more preventative in nature.

5.2: Results

5.2.1. The Amount of Social Learning Experienced Overall

Table 5.2.1.1 the Amount of Social Learning Experienced Overall

<i>Group Rank</i>	<i>Calculated Social Learning (Highest Occurrence in all Categories)</i>	<i>Observed Social Learning (Highest Occurrence in all Categories)</i>
1	Group 4	Group 3
2	Group 3	Group 4
3	Group 2	Group 2
4	Group 1	Group 1

When considering the calculated social learning the highest occurrence of social learning took place in Group 4 based on the sum of incidents. When considering the observed social learning, the highest amount occurred in Group 3, the next closest occurred in Group 4, also both based on the sum of incidents. Overall, from both calculated and observed data, it can be concluded that the most social learning took place in groups 3 and 4. Though social learning did occur within groups 1 and 2 (Minority and Combined), the highest rates took place within the Caucasian and LGBTQ focus groups.

5.3: Factors Accounting for the Outcome

<i>Focus Group Placement</i>	<i>Alias</i>	<i>Race/Ethnicity</i>	<i>Gender Identity</i>	<i>Sexual Orientation</i>	<i>University Affiliation</i>	<i>College/Department Affiliation</i>
Group 3	Christine	White/Caucasian	Female	Heterosexual	Student	College of Liberal Arts
	Steve	White/Caucasian (Italian, German, Czech)	Male	Heterosexual	Student	College of Architecture and Environmental Design
	Kiana	White/Caucasian	Cisgender	Heterosexual	Student	College of Liberal Arts
Group 4	Everette	White/Caucasian	Male	Gay	Staff	Student Affairs
	Maria	Hispanic/Latino	Female	Bisexual	Student	College of Science and Math

Though groups 3 and 4 were respectively categorized as Caucasian and LGBTQ for the purposes of this research, participants within each of these groups had various attributes leading

to the summation of each represented identity. The Caucasian focus group included participants who either identified within white/Caucasian racial groups, were male, female, or cisgender, were heterosexual, and additionally were students whose university affiliation was respective to various colleges. The LGBTQ focus group included participants who either identified as white or Latino, male or female, were gay or bisexual, were staff members or students, and whose university affiliation was respective to different colleges and/or departments. The social learning that occurred within these groups can be attributed to different mechanisms. In Group 3, the social environment led to social learning, while in Group 4, it was both diversity in group composition and the social environment.

Groups 1 and 2 were categorized as Minority and Combined for the purposes of this research. The Minority focus group included participants who either identified as black/African-American or Hispanic/Latino. Additionally, participants either were male or female, were heterosexual or questioning, and were either students or staff. The Combined focus group included participants who either identified within white/Caucasian racial groups or were Hispanic/Latino. Social learning did occur in groups 1 and 2, but not as the same rate that it occurred in the previous groups. In Group 1, the social environment led to social learning, while in Group 2, Diversity in group composition and the social environment led to social learning. It can be concluded that the most heterogeneous groups (groups 2 and 4 or Combined and LGBTQ) had outcomes of social learning which can be attributed to diversity and social environment, whereas, the most homogenous groups had social learning which can be attributed to the social environment.

5.4: Progression of Discussion by Focus Group

In understanding how diversity in group composition and the social environment conditions the social learning of hate crime perceptions, the Combined focus group discussed the need for diversity education and the overall need of a more comprehensive education curriculum from earlier on regarding diversity, not just in college. *“American History needs to have more on Latino, African-American, and Asian-American history. There’s only like half a page. People [shouldn’t] wait until they get to college.”* –Natalie, (Combined) Group 2. Specifically, history needs to be more comprehensive in discussing the perspectives of Latino, African, Asian, and Native Americans instead of history only being discussed from Eurocentric perspective.

The LGBTQ focus group discussed intervention within our social environment if incidents or crimes should occur in relation to personal and known experiences of victimization. *“These kinds of [focus groups] do way more. It takes people knowing that people don’t feel accepted here. It needs to start from people coming out about [hate crimes] and people hearing it. [The university] doesn’t know how yet.”* –Maria, (LGBTQ) Group 4. Forums or focus groups were provided as a plausible solution for addressing crimes through directly acknowledging them. It would be up to victims to take a stand and lead as the university isn’t seen as equipped to deal with the problem.

The LGBTQ group was a group that was more knowledgeable of the social environment whereas the Combined group was not as familiar. Some of the individuals within this group took the role of “outsiders looking in” at the situation. At times some were afraid to provide feedback on unknowledgeable subjects. *“I have no comment. I don’t know enough about it to make a comment.”* –Nana, (Combined) Group 2. Though situations were described in which participants could provide their own take on the matter, the lack of willingness to provide an opinion, even though one may not be well versed may hinder individual processes of social learning, and additional group social learning from not receiving that participants viewpoint. Whereas the increased knowledge within the LGBTQ group enhanced social learning. Overall, each of these groups became problem solving groups when presented with the facts regarding hate crimes on campus and the local community. Therefore, elements of the social environment provided a context for learning, and diversity of membership provided a platform.

In understanding how the social environment conditions the social learning of hate crime perceptions. The Minority group discussed campus and community climate in relation to the presence of hate crimes and bias incidents. *“If something is so blatantly biased towards people that look like me I wonder how soon it would turn violent. How far would people go to make sure I was excluded?”* –Simone, (Minority) Group 1. As potential victims of hate crimes as bias incidents they felt a feeling of insecurity regarding their place at the university and in the community. The Caucasian group discussed the need for diversity courses within the higher education curriculum that will actually be taken seriously. *“I have friend who sees ethnic and humanities studies as a waste of time. [Required classes are] a good suggestion. I’m not sure how it would be done to engage uninterested audiences.”* -Steve, (Caucasian) Group 3. It was

suggested that though there should be required courses, but forums and focus groups do a better job and should be a requirement within secondary and post-secondary education.

The Minority and Caucasian groups were the most homogenous groups and spoke in great detail about their experiences within this particular social environment, which enhanced learning regarding this measure. However, the Minority group was a group in which its participants were more likely to be victims of hate crimes due to actual characteristics of their identities; it is believed that there was less learning within this group because that truth was known. The participants within that group discussed feelings of insecurity as a result of incidents. Though victimization could still occur, the participants of the Caucasian group were less likely to be victimized, at least based on perceived race or ethnicity, so potential solutions to the problem were discussed, but not specific way of implementing them. The Minority group was the only group that essentially didn't problem solve rather this group discussed the need to bring to light what has happened and what can happen in the future.

5.5: Overall Findings

Overall diversity in group composition and the social environment conditions the social learning of hate crime perceptions through bringing together individuals from different backgrounds and allowing a conversation in which the problem solving of solutions can occur that takes into account the past experiences of individuals regarding victimization. But specifically, *the social environment conditions the social learning of hate crime perceptions* within homogenous groups through allowing the understandings of past incidents, the context, and specific ways of coping with victimization.

5.6: Limitations

Individuals self-selected for participations, therefore, those with strong opinions regarding hate crimes may have self-selected for participation rather than individuals with a variety of opinions. However, the self-selection of participants according to interest may have led to an increased social learning which can be attributed to an interest in the subject matter.

The presence of the researcher in the focus group session could have influenced participants. A researcher can introduce their own values and opinions within the conversation in subtle ways leading to participants responding in alternative manners. The benefit of having the

researcher present throughout the discussion allowed for clarification of concepts and for the documentation of themes. Additionally, focus group findings may not be representative of the larger population's views, and participants are susceptible to the conformance of their opinions due to group dynamics. The presence of the researcher allowed for the switch between the roles of facilitator, observer, and expert to enable participants to come to their own conclusions without feeling that they had had to disregard their own viewpoints.

The availability of participants in addition to the demographic background was utilized for group composition, however, availability at times proved to a hindrance in some groups and may have limited social learning outcomes. It was an intention of the researcher to include an individual/individuals who identify as LGBTQ within the Combined focus group to increase the diversity of that group however, due to availability of participants this was not feasible. Individuals within this focus group identified as Allies.

6. Recommendations of Policy Implementation

Comprehensive education, restorative/rehabilitative programs, and current penalty enhancement statutes can be seen as the answer for the prevention, intervention, and prevention of hate crimes, according to the participants of this study. As Ivan Hare (1997) suggests training and educational guidelines should be constructed and implemented in order to increase awareness and raise public support. However, as suggested by Cosette of Group 2 (Combined) and other participants *“There should be a harsh penalty for hate crimes so the government shows that behavior is not acceptable.”*

Social regulatory policies act as a deterrence through seeking to change a particular behavior relating to the morality of an individual's actions. Hate crime policies place a value on the act of committing a hate crime through the compensation of victims and the punishment of offenders. These policies are seen as a deterrence, specifically through the penalty enhancements that may be added to the sentence of a perpetrator. Harsh penalties in this case show that committing crimes out of bias related behavior will not be tolerated. Given that over 191,000 hate crimes occur each year, there is a strong likelihood that a perpetrator will face a penalty enhancement, leading to an increased time of incarceration.

According to the perceptions of participants, in conjunction with literature, it can be recommended that educational strategies, restorative and/or rehabilitative programs in combination with penalty enhancement statutes should be implemented in order to prevent and intervene in the occurrence of hate crimes, and in addition, rehabilitate offenders. However, for offenders to truly be rehabilitated in the process of incarceration, there must be a desegregation within correctional facilities, to limit to perpetuation of bias motivated behavior. Parenti asserts [prisons have] a vested interest in keeping the inmate population divided against itself and any unrest against guards is channeled away and onto another groups (2008). The reinforcement of prejudice within the structure of correctional facilities hinders any rehabilitation efforts for hate crime offenders. Though penalty enhancement statutes are needed to show the seriousness of the offense, comprehensive rehabilitation and restorative programs for offenders that include education, therapy, and community service are needed to prevent hate crime recidivism.

Though hate crimes cannot always be prevented, comprehensive educational strategies are needed to limit social learning of prejudice. As social learning occurs through association, reinforcement, and modeling within a variety of societal institutions, prejudice is a learned behavior. By including more educational curriculum that involves a diversity of backgrounds earlier in education and reinforcing these messages throughout education, negative viewpoints will have a greater chance of being dismissed. Diversity education is often very hard to implement as diversity may not be seen as a problem or taken seriously in some arenas, however, in the investment in a curriculum that encompasses a diversity of perspectives, in time there may be an actual reduction in hate crimes due to a change in perception regarding people of different backgrounds.

7. Opportunities for Future Research

Focus groups are useful in order to obtain a deeper understanding concerning a particular topic from a specific population. In this research the population utilized was a sample of students and staff from a West Coast University. Though the use of focus groups led to a deeper understanding of the perceptions of hate crimes by demographic composition, in the future a quantitative survey could be conducted. A quantitative survey would be useful in understanding existing attitudes towards hate crimes, and how those attitudes may vary on the basis of

demographic composition. Additionally, a survey could lead to the analysis of these attitudes from a larger population.

The role of the media in the perpetuation of prejudicial attitudes was frequently discussed within focus group sessions. It was suggested by Nicole, a Group 1 (Minority Group) participant, that *“media definitely influences the public every single day. Take all the incidents that have happened at [this university] and how they put it out to the public. The media tries to undermine and protect the institutions and community.”* Addressing how media may contribute to the perpetuation of prejudicial attitudes through a quantitative survey and participant interviews would address how prejudice can be socially learned through media as a socializing agent. Additionally, it can be understood how hate crimes are perceived on the basis on this information.

The results of this project were meant to understand the efficacy of current hate crime legislation. Given that there was a disparity in the perceptions of how hate crimes should be handled in the criminal justice system, further research concerning this should be constructed. Specifically, the influence law has which shape attitudes regarding hate crimes, and these attitudes subsequently influence behavior. The disparity found concerning how hate crimes should be handled in the criminal justice system suggested that penalty enhancement though needed, should be coupled with rehabilitative and restorative measures to ensure future preventative and intervention strategies for bias motivated behavior. In examining societal perceptions regarding legislation, the efficacy of legislation, and additionally recidivism, policies can be created that seek to not only punish, but rehabilitate offenders.

8. Conclusion

Negative perceptions of race perpetuate the existence of hate crimes. These perceptions are ones that are learned through the process of social learning, and can continue throughout societal generations unless an intervention is implemented. Within each social group, values are shaped by norms, and these values differ on the basis of demographic composition. By recognizing inherent differences among groups, and not placing value on demographic groups on the basis of conceptions, reactionary policies which have been enacted to protect historically disadvantaged groups can better serve.

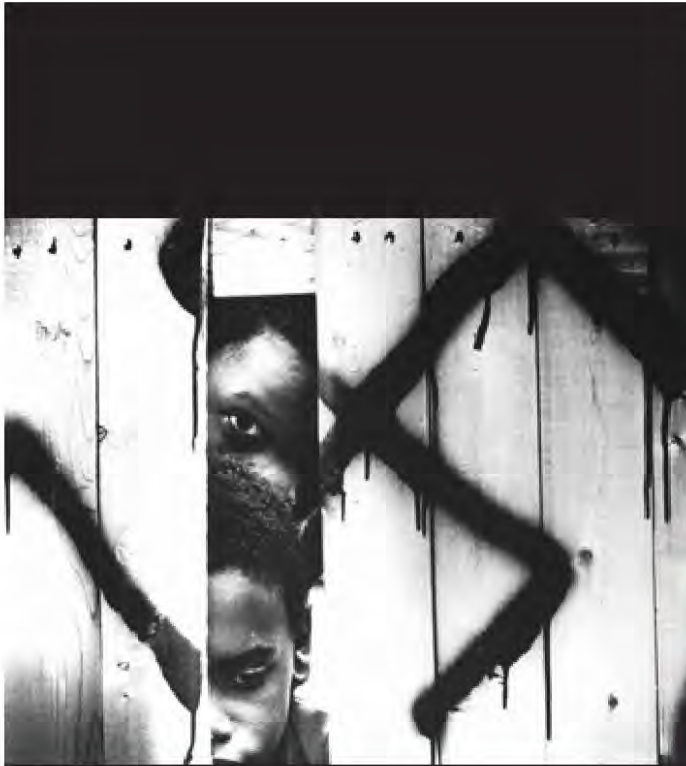
The perceptions of hate crimes within society are commonly overlooked; instead, the discussion in literature is often focused on the applicability of hate crime legislation. Examining the perceptions of hate crimes within our society, specifically at a West Coast University, where tensions on the basis of race, ethnicity, gender, and sexual orientation have been present was valuable to understanding how perceptions of these crimes can be socially learned. Future research is needed which focuses on the efficacy of hate crime legislation adoption and implementation in respect to the punishment and rehabilitation of offenders. However, it is of utmost importance to understand the role of public perceptions in order to address the needs of primary victims and to effectively prevent victimization.

References

- 18 U.S.C. § 242-249
(2008, October 30). Sowing Hate. *New Times San Luis Obispo*.
(2009, July 8). Fox News: “Americans Keep Marrying Other Species. Retrieved from <https://www.youtube.com/watch?v=FfOMGeFMXTE>
(2010, October 19). O’Reilly Goes on an Anti-Muslim Tear. Retrieved from <https://www.youtube.com/watch?v=iOaEjEv9zvY>
(2010, November 6). 79% Say That Bill Maher’s Anti-Islamic Comments Were Patriotic. Retrieved from https://www.youtube.com/watch?v=3LsRnjsVa_Y
(2011, December 01). ‘Racist’ flier prompts university action. Retrieved from <http://mustangdaily.net/allegedly-racist-flyer-prompts-university-to-take-action/>
(2012, June 14). How Whites Took over America. Retrieved from <http://www.youtube.com/watch?v=faNge-o0V-k>
(2012, September 13-19). Hate Crimes Decline. *San Luis Obispo City News*.
(2012, October 15). Armstrong responds to anti-gay vandalism on campus. Retrieved from <http://mustangdaily.net/armstrong-responds-to-anti-gay-vandalism/>
Anti-Immigrant Hate Crimes. Retrieved from <http://www.splcenter.org/intelligence-report/-year-hate/anti-immigrant-hate-crimes>
Andersen, M.L. (2001) Restructuring for whom? Race, class, gender, and the ideology of invisibility. *Sociological Forum*, 16(2), 181-201.
Anderson, J.F., Dyson, L. & Brooks, W. Jr. (2002) Preventing hate crime and profiling hate crime offenders. *Western Journal of Black Studies*, 1-9.
Axtell, J. & Sturtevant, W.C. (1980). The Unkindest cut, or who invented scalping? *The William and Mary Quarterly, Third Series*, 37(3), 451-472.
Craig, K.M. & Waldo, C.R. (1996). So, What’s a hate crime anyway? Young adult’s perceptions of hate crimes, victims, and perpetrators. *Law and Human Behavior*, 20(2), 113-129.
Ducan, G. (2005). Critical race ethnography in education: Narrative, inequality, and the problem of epistemology. *Race, Ethnicity & Education*, 8(1), 93-114.
Dovidio, J.F. & Gaertner, S.L. (1999). Reducing prejudice: Combating intergroup biases. *Current Directions in Psychological Science*, 8(4), 101-105.
Ford, C. & Airhihenbuwa, C. (2010). Critical race theory, race equity, and public health:

- Toward antiracism praxis. *American Journal of Public Health*, 100(S1), S30-S35.
- Haider-Markel, D.P. (1998). The Politics of social regulatory policy: State and Federal hate crime policy and implementation effort. *Political Research Quarterly*, 51(1), 69-88.
- Hare, I. (1997). Legislating against hate: The Legal response to bias crimes. *Oxford Journal of Legal Studies*, 17(3), 415-439.
- International Humanitarian Law- UN Convention on Genocide 1948. Retrieved from <http://www.icrc.org/ihl.nsf/full/357?OpenDocument>
- Jacobs, J.B. & Potter, K.A. (1997). Hate crimes: A Critical perspective. *Crime and Justice*. 22. 1-50.
- Lawrence, F.M. (2003). Enforcing bias-crime laws without bias: Evaluating the disproportionate enforcement critique. *Law and Contemporary Problems*, 66(49), 49-69.
- Lyons, C.J. (2006). Stigma or sympathy? Attributions of fault to hate crime victims and offenders. *Social Psychology Quarterly*, 69(1), 39-59.
- McPhail, B.A. (2000). Hating hate: Policy implications of hate crime legislation. *Social Service Review*, 74(4), 635-653.
- Myers, D.G. (1999). *Social Psychology*. The McGraw Hill Companies.
- Nutter, M. (2007). The Dangerous intersection of youth and hate crime. Retrieved from <http://gwired.gwu.edu/hamfish/merlin-cgi/p/downloadFile/d/.../025pdf/>
- Parenti, Christian, 2008. *Lockdown America*. New York: Verso
- Pelled, L.H. (1996). Demographic diversity, conflict, and work group outcomes: An intervening process theory. *Organization Science*, 7(6), 615-631.
- Stotzer, R. & Hossellman, E. (2011). Hate crimes on campus. Racial/ethnic diversity and campus safety. *J Interpers Violence* 201, 22(644), 644-661.
- Uniform Crime Report. (2010). Hate crime statistics.
- Wilson, N. (2012, March 26). Four charged in cross burning in Arroyo Grande are offered plea deals. *The Tribune*. Retrieved from <http://www.sanluisobispo.com/2012/03/26/2005662/cross-burning-suspects-plea-deal.html#storylink=cpy>
- Wilson, N. (2012, September 19). Mission Prep staffer says vandalism won't bully her. *The Tribune*. Retrieved from <http://www.sanluisobispo.com/2012/09/19/2234186/mission-prep-staffer-says-vandalism.html#storylink=cpy>

Appendix A: Marketing



48%
of hate crimes are
racially motivated.
what is a
**HATE
CRIME?**

**Demographics &
Group Composition;**
the effects of social learning on
hate crime perceptions
a masters project

*Take part in a focus group that examines the
influence that media and social interaction has on
how we define and respond to hate crimes.*

For more info, contact
Llanée Anderson
*Primary Researcher
Master of Public Policy Candidate
Political Science Department*
lander16@calpoly.edu



Appendix B

Informed Consent Form

Informed Consent to Participate in: *Demographics and Group Composition; the Effects of Social Learning on Hate Crime Attitudes*

A research project on hate crime perceptions is being conducted by Llanée Anderson, a student in the Department of Political Science. The purpose of the study is to explore the role of diversity in social learning and perceptions of hate crimes.

You are being asked to take part in this study by completing a survey regarding your perceptions of, and attitudes about, hate crimes, your gender identity, sexual orientation, age, race, ethnicity, and university affiliation. Completing the survey will take approximately ten minutes. On the basis of your survey responses, you may be asked to participate in a focus group. In participating in the focus group you will be provided with a series of case studies, images, and video. You will be asked questions and engage in a discussion regarding the aforementioned. Participation in the focus group will take about two hours. At the conclusion of the session you will be given another survey that will take about ten minutes to complete. Thus, if you volunteer to be in this study your participation will require a minimum of ten minutes or a total of approximately two hours and twenty minutes if you are selected to participate in a focus group. Please be aware that you are not required to participate in this research and you may discontinue your participation at any time without penalty. You may also choose not to respond to specific survey or discussion questions if you would prefer not to.

The possible risks associated with participation in this study include emotional distress and the possibility of stigmatizing effects for vulnerable subjects. Onset of feelings of distress or anxiety may arise due to discussion topics and concepts presented. This is unintended. If you are a student and you should experience any emotional distress as a result of your participation, please be aware that you may contact Counseling Services at (805)756-2511 for assistance. Additionally, you may contact the MultiCultural Center at (805) 756-1405 and/or the Pride Center at (805) 756-PRDE (7733). If you are a faculty or staff employee, you may contact the Community Action Employee Assistance Program at 1-800-777-9376, or <http://www.caeap.com>. Additionally, the possibility of stigmatizing effects as a result of participation are unintended, however, precautions will be taken to ensure the confidentiality of all participants, especially, participants from vulnerable populations.

The session will be audio recorded. Your confidentiality will be protected. You will not indicate your name at any point in the focus group session. You may choose an alias to use at the beginning of the session. The researcher, in addition to other participants, will only refer to you by your chosen alias. Additionally, you will indicate this alias on any written materials provided. The audiotapes will be erased after they have been analyzed. While the researcher promises to keep your participation and responses in confidence, and will not use your name in any reports of this research, there is no mechanism available to ensure that other focus group participants will not subsequently report your participation or comments to others despite being asked to protect your privacy during the focus group sessions.

Potential benefits associated with the study include an increased awareness of diversity and its role in social learning and hate crime perceptions. Additionally, an increased awareness regarding hate crimes and an increased awareness of the socialization process and the construction of one's identity are possible outcomes.

If you have questions regarding this study or would like to be informed of the results when the study is completed, please feel free to contact Llanée Anderson (Primary Researcher) at (510) 912-9027 and/or Michael Latner (Faculty Advisor) at (805) 756-2978. If you have questions or concerns regarding the manner in which the study is conducted, you may contact Dr. Steve Davis, Chair of the Human Subjects Committee, at (805)756-2754, or Dr. Susan Opava, Dean of Research and Graduate Programs, at (805) 756-1508.

If you agree to voluntarily participate in this research project as described, please indicate your agreement by signing below. Please keep one copy of this form for your reference, and thank you for your participation in this research.

_____ Signature of Volunteer	_____ Date
_____ Signature of Researcher	_____ Date

Appendix C

Informed Consent Form

Informed Consent to Participate in: *Demographics and Group Composition; the Effects of Social Learning on Hate Crime Attitudes*

A research project on hate crime perceptions is being conducted by Llanée Anderson, a student in the Department of Political Science. The purpose of the study is to explore the role of diversity in social learning and perceptions of hate crimes.

You are being asked to take part in this project by taking detailed notes of the focus group sessions that will arise from this project. On the basis of responses to a survey, participants will be asked to take part in a focus group. In taking detailed notes of the focus group sessions you will be exposed to a series of case studies, images, and video meant to encourage social learning. You will not be asked to give your own thoughts and opinions regarding the case studies, images, video, and discussion questions. Your participation in each focus group will take about two hours, an approximate 8 hours for the entire study (4 focus groups). The dates and times are as follows:

January 23, 2013; 7-9 p.m.

January 25, 2013; 11-1 p.m.

January 30, 2013; 7-9 p.m.

February 1, 2013; 11-1p.m.

At the conclusion of your participation you will be required to submit all notes gathered from each session and additionally, delete your personal copies. Please be aware that you are not required to participate in this research and you may discontinue your participation at any time without penalty.

The possible risks associated with participation in this study include emotional distress and the possibility of stigmatizing effects for vulnerable subjects. Onset of feelings of distress or anxiety may arise due to discussion topics and concepts presented. This is unintended. If you are a student and you should experience any emotional distress as a result of your participation, please be aware that you may contact Counseling Services at (805)756-2511 for assistance. Additionally, you may contact the MultiCultural Center at (805) 756-1405 and/or the Pride Center at (805) 756-PRDE (7733). If you are a faculty or staff employee, you may contact the Community Action Employee Assistance Program at 1-800-777-9376, or

<http://www.caeap.com>. Additionally, the possibility of stigmatizing effects as a result of participation are unintended, however, precautions will be taken to ensure the confidentiality of all participants, especially, participants from vulnerable populations.

The session will be audio recorded. The researcher has promised to keep the names of participants and their responses in confidence; it is asked that you do the same. Aliases chosen by the participants must be used when referring to them instead of their real names. These aliases should be documented in all notes.

Potential benefits associated with the study include an increased awareness of diversity and its role in social learning and hate crime perceptions. Additionally, an increased awareness regarding hate crimes and an increased awareness of the socialization process and the construction of one's identity are possible outcomes.

If you have questions regarding this study or would like to be informed of the results when the study is completed, please feel free to contact Llanée Anderson (Primary Researcher) at (510) 912-9027 and/or Michael Latner (Faculty Advisor) at (805) 756-2978. If you have questions or concerns regarding the manner in which the study is conducted, you may contact Dr. Steve Davis, Chair of the Human Subjects Committee, at (805)756-2754, or Dr. Susan Opava, Dean of Research and Graduate Programs, at (805) 756-1508.

If you agree to voluntarily participate in this research project as described, please indicate your agreement by signing below. Please keep one copy of this form for your reference, and thank you for your participation in this research.

_____ Signature of Volunteer	_____ Date
_____ Signature of Researcher	_____ Date

Appendix D

Table 3.5. Focus Group Design

<i>Type of Stimulus</i>	<i>Question/s posed to participants</i>	<i>Purpose</i>	<i>Intended outcome</i>
Emotional Stimulus	What's a hate crime?	Participants should discuss their own interpretation of what a hate crime is, rather than being given a definition. The goal of the question is to examine the variation given by the participants.	<u>Social Learning</u> Examine how behaviors are influenced within this environment, i.e., answers to questions—measuring any change in response via pre and post testing.
Emotional Stimulus	Why do you think people commit hate crimes?	This question was asked of the participants in the pre-test, this question is prompted again to see if there is a change in response based on the presence of other participants.	<u>Social Learning</u> Examine how behaviors are influenced within this environment, i.e., answers to questions—measuring any change in response via pre and post testing.
Emotional Stimulus	What's a bias incident?	The goal of the question is to examine each participant's perception of bias and its role in hate crimes.	<u>Social Learning</u> Examine how behaviors are influenced within this environment, i.e., answers to questions—measuring any change in response via pre and post testing.
<u>Emotional Stimulus:</u> “A sorority refuses to accept an openly lesbian pledge. The sorority claims that there was nothing personal in this decision, but that the Christian values of the sorority require them to reject any and all lesbian applicants.” (UCSC-Interactive Quiz)	Hate Crime or Bias Incident? Should the sorority be required to change their policy?	An excerpt of a case will be read to the participants. The participant's prior knowledge and perceptions regarding the issue will be examined.	<u>Social Learning</u> Examine how behaviors are influenced within this environment, i.e., answers to questions—measuring any change in response via pre and post testing.
<u>Emotional Stimulus:</u> Example: Displaying a Case Excerpt from	Hate Crime or Bias Incident?	An excerpt of a case will be read to the participants. The participant's prior	<u>Social Learning</u> Examine how behaviors are

<p>Hare, 1997, p.415</p> <p>“...When Mr. Harris stepped out of the car to ask what was wrong the youth replied ‘cause you’re black’ and challenged him to a fight. One of the other youths then took hold of Mr. Harris and all three kicked, punched and stabbed him with screw drivers as he lay on the ground....</p>	<p>In the case of Mr. Harris, do you think the teens should be punished? If so, how?</p>	<p>knowledge and perceptions regarding the issue will be examined.</p>	<p>influenced within this environment, i.e., answers to questions—measuring any change in response via pre and post testing.</p>
<p>....one of the assailants, called Ridley, entered the victim's car and reversed it over his legs while the others held him down. Ridley, after attempting to repeat the maneuver, drove off in the car leaving Mr. Harris with a fractured skull, a series of lacerations to his body and injuries to his legs which may permanently impair his mobility.”</p>	<p><u>Follow-up question:</u> Should we institute policies that give a harsher punishment to those found guilty of committing hate crimes?</p>	<p>Currently hate crimes are penalized are 2 grounds. The second giving a harsher punishment for the crime due to a bias motivation. The perception of the participants regarding the criminal justice system and the way that these crimes are handled are important to understanding the overall confidence in the criminal justice system for victims.</p>	<p><u>Social Learning</u> Examine how behaviors are influenced within this environment, i.e., answers to questions—measuring any change in response via pre and post testing.</p>
<p><u>Emotional Stimulus:</u> Example: Images</p> <p>See Appendix E-K</p>	<p>What are some things that stood out to you in the previous flyers? Was there any indication of bias? Do you think that images such as these lead to bias incidents or hate crimes?</p>	<p>Images shown are images of past occurrences linked to the west coast university. This is meant to provide a tangible example that participants can relate to.</p>	<p><u>Social Learning</u> Examine how behaviors are influenced within this environment, i.e., answers to questions—measuring any change in response via pre and post testing.</p>
<p><u>Emotional Stimulus:</u> Example: Videos</p> <p>“How Whites took over America” “Americans Keep Marrying Other Species” “O’ Reilly Goes on an Anti-Muslim Tear” “79% Say That Bill Maher's Anti-Islamic Comments Were Patriotic”</p>	<p>Do you think media commentary such as the previous examples lead to hate crimes?</p>	<p>The video was obtained from a link found on flyer that was left on campus. The content of the video will be interpreted by participants in order to examine perceptions regarding race relations and crime.</p> <p>The other videos are ones that show references to bias and are useful for the purposes of this study.</p>	<p><u>Social Learning</u> Examine how behaviors are influenced within this environment, i.e., answers to questions—measuring any change in response via pre and post testing.</p>

<p><u>Emotional Stimulus:</u> Example: UCR 2011 Statistics</p>	<p>Why might hate crimes go unreported?</p>	<p>A statistical example of current trends will be provided for participants. The rate of victimization is important to understand for these crimes are crimes against a group, not just an individual. Additionally, varying definitions of what a hate crime is can lead to under-reporting. The perceptions of the participants regarding this question will be closely examined in relation to questions mirrored questions included in the pre and posttests.</p>	<p><u>Social Learning</u> Examine how behaviors are influenced within this environment, i.e., answers to questions—measuring any change in response via pre and post testing.</p>
<p>Emotional Stimulus</p>	<p>What can or should be done?</p>	<p>A similar question was prompted in the pre-test. The participants should reflect on their previous answers as well as the happenings of the session in order to conclude what can or should be done regarding hate crimes.</p>	<p><u>Social Learning</u> Examine how behaviors are influenced within this environment, i.e., answers to questions—measuring any change in response via pre and post testing.</p>

Appendix E: Campus Crops House Incident, 2008



Appendix F: Local Cross Burning, 2010



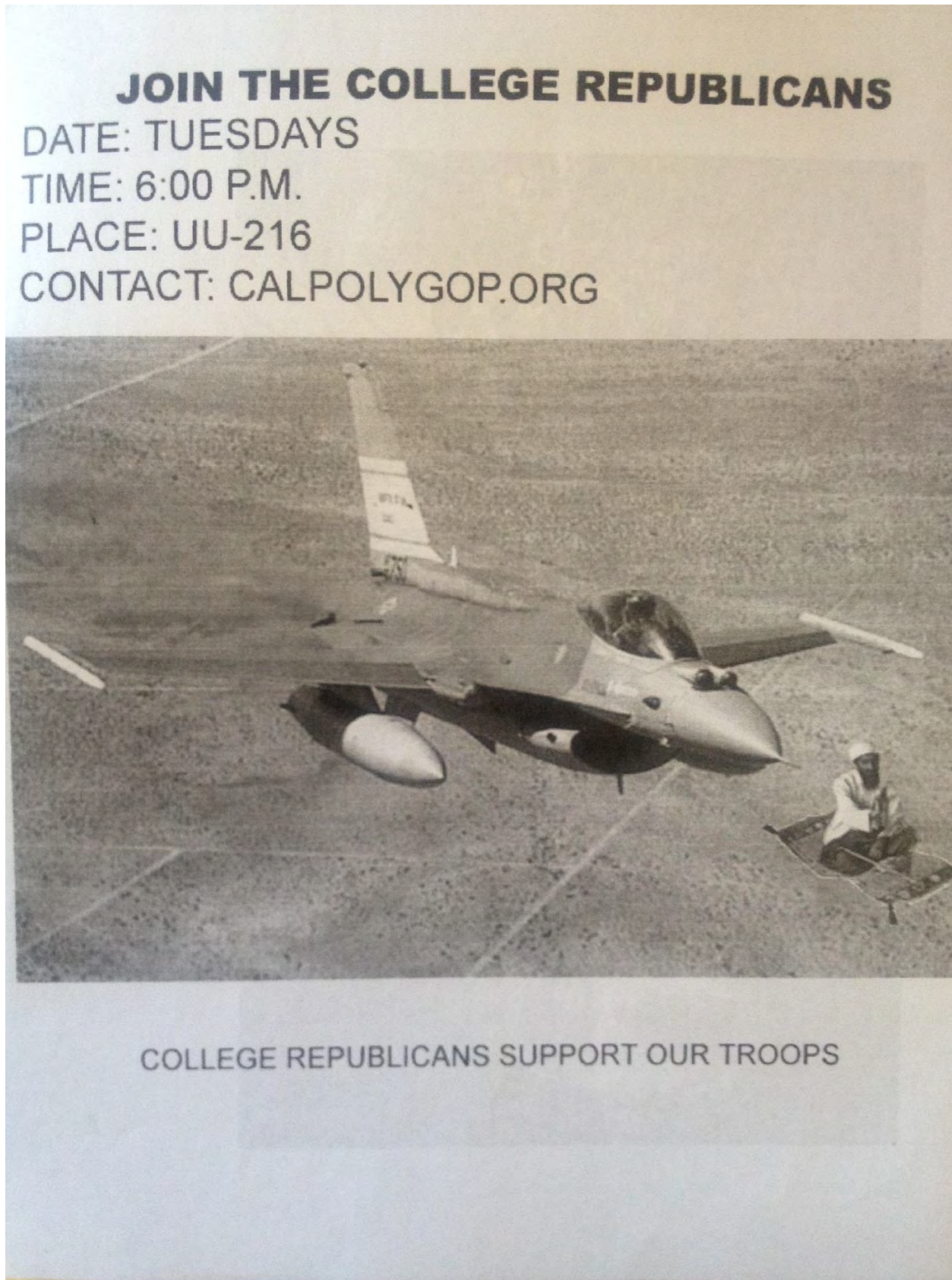
Appendix G: Local Anti-Gay Vandalism, 2012



Appendix H: Campus Anti-Gay Vandalism, 2012



Appendix I: Support our Troops Flyer, Early 2000s



JOIN THE COLLEGE REPUBLICANS

DATE: TUESDAYS

TIME: 6:00 P.M.

PLACE: UU-216

CONTACT: CALPOLYGOP.ORG



COLLEGE REPUBLICANS SUPPORT OUR TROOPS

Appendix J. Reginald Jones Flyer, November, 2011

Boycott This UNCLE TOM

REGINALD

JONES On Campus

DO NOT ATTEND THIS FREE
SPEAKING EVENT IN ROOM
52-E27 AT 7:00PM !!

SPREAD THE WORD ABOUT
THIS CONSERVATIVE SELL OUT



Appendix K, Bob's Mantra, Flyer found November, 2011

Bob's Mantra: Bob Whitaker of Whitakeronline.org

Page 1 of 2

check out whiterabbitradio.net

BOB'S MANTRA

"Everybody says there is this RACE problem. Everybody says this RACE problem will be solved when the third world pours into EVERY white country and ONLY into white countries."

"The Netherlands and Belgium are more crowded than Japan or Taiwan, but nobody says Japan or Taiwan will solve this RACE problem by bringing in millions of third worlders and quote assimilating unquote with them."

"Everybody says the final solution to this RACE problem is for EVERY white country and ONLY white countries to "assimilate," i.e., intermarry, with all those non-whites."

"What if I said there was this RACE problem and this RACE problem would be solved only if hundreds of millions of non-blacks were brought into EVERY black country and ONLY into black countries?"

Its time
to sort
this mess
out

"How long would it take anyone to realize I'm not talking about a RACE problem. I am talking about the final solution to the BLACK problem?"

"And how long would it take any sane black man to notice this and what kind of psycho black man wouldn't object to this?"

"But if I tell that obvious truth about the ongoing program of genocide against my race, the white race, Liberals and respectable conservatives agree that I am a naziwhowantstokillsixmillionjews."

"They say they are anti-racist. What they are is anti-white."

"Anti-racist is a code word for anti-white."

Let's love all people!



Replacing whites with
non-whites is not
Justice

Bob

Appendix L: Pre-test (Online Format)

Focus Group on Hate Crimes Survey

Thank-you for your interest in participating in a focus group for the Master's Project: Demographics and Group Composition; the Effects of Social Learning on Hate Crime Perceptions. Please complete the following questions to determine your focus group placement. The responses of selected participants obtained from this survey will be used for the purposes of the project. All responses will remain confidential. Note: Space is limited the researcher will do their best to accommodate interested parties.

* Required

Briefly, how would you define the term "hate crime"? What is an example? *

How often do you think hate crimes occur at the university and in the city? *

- more often than monthly
- monthly
- a few times per year
- less than once per year

Why do you think people commit hate crimes? * Please choose as many answers as appropriate.

- People commit hate crimes out of prejudice.
- Sometimes minorities act in ways that provoke attacks.
- We live in a culture that encourages/accepts discrimination.
- "Hate" crimes are like any other crime in society; they just have a different name.
- Other:

Who do you think are primary victims of hate crimes? * Please choose as many answers as appropriate.

- Women (as a group)
- Men (as a Group)
- Racial and Ethnic Minorities
- Caucasians
- LGBTQ individuals
- heterosexual people
- religious people
- the society as a whole
- people who are disabled
- Other:

Who do you think are primary perpetrators of hate crimes? * Please choose as many answers as appropriate.

- Women (as a group)
- Men (as a Group)
- Racial and Ethnic Minorities
- Caucasians
- LGBTQ individuals
- heterosexual people
- religious people
- hate groups
- anyone can be a perpetrator
- Other:

Do you know of any hate crimes that have occurred at the university, in the city, or in the county?

* If so, please list a few.

How should hate crimes be prevented? * Please select the best answer.

- Fostering coalitions and networks for system-wide problem solving.
- The implementation of anti-hate crime legislation.
- Community education to encourage advocacy and prevention.
- Hate crimes cannot be prevented. There will always be hate crimes in our society.
- Other:

Have you ever been the target of bullying based on your gender identity, sexual orientation, race/ethnicity, religion, or ability? *

- Yes
- No
- I don't know/I'm not sure

Minorities act in ways that provoke attacks against them. * How much do you agree or disagree with this statement?

1 2 3 4 5 6 7

Strongly Agree Strongly Disagree

Victims of LGBTQ hate crimes engage in risky behaviors that contribute to the occurrence of hate crimes. * How much do you agree or disagree with this statement?

How should hate crimes be handled in the criminal justice system? * Please choose the best answer.

- There should be harsher penalties for people who commit hate crimes.
- Hate crimes should be punished like regular crimes.
- It should depend on the type of hate crime committed.
- I don't know/I'm not sure
- Other:

What is your gender identity? *

What is your sexual orientation? *

What is your race/ethnicity? *

Please indicate your affiliation to the university i.e.; Student, Staff, or Faculty? * Note: Staff positions do not include non-career positions such as Student Assistants, Internships, etc.

- Student
- Staff
- Faculty
- Alumni
- No Affiliation

If you completed the previous question which college/department are you affiliated with? * i.e. CENG, CLA, Office of Admissions, University Housing, etc.

If you are a student, what is your academic standing?

Demographics and Group Composition; the Effects of Social Learning on Hate Crime Perceptions 73

Please select from the following options when you are available to participate in a focus group session. *
A confirmation including the final date and time of the session will be sent to selected participants.

- January 23: 7-9 p.m.
- January 24: 7-9 p.m.
- January 25: 11-1 p.m.
- January 30: 7-9 p.m.
- January 31: 7-9 p.m.
- February 1: 11-1 p.m.

If selected for this study you will be contacted via email. Please indicate an e-mail address where you can be contacted. *

Never submit passwords through Google Forms.

Powered by [Google Docs Report Abuse](#) - [Terms of Service](#) - [Additional Terms](#)

5. People commit hate crimes because...

6. According to Uniform Crime Report Statistics who are the **primary victims** of hate crimes? Please select the **best** answer.

- a. Women (as a group)
- b. Men (as a group)
- c. African-American/Black People
- d. Caucasians
- e. LGBTQ individuals
- f. religious people
- g. the society as a whole
- h. people who are disabled
- i. Other (please specify)

7. Based on the presented statistics do you agree with who the **primary victims** of hate crimes are? Did your perception regarding the **primary victims** of hate crimes change?

8. According the Uniform Crime Report Statistics who are **primary perpetrators** of hate crimes? Please select the **best** answer.

- a. Women (as a group)
- b. Men (as a group)
- c. African-American/Black People
- d. Caucasian men
- e. LGBTQ individuals
- f. heterosexual people
- g. religious people
- h. hate groups
- i. anyone can be a perpetrator
- j. Other (please specify)

9. Based on the presented statistics do you agree with who the **primary perpetrators** of hate crimes are? Did your perception regarding the **primary perpetrators** of hate crimes are change?

10. If you have been bullied based on the characteristics of your identity what type of bullying was it? i.e., physical, emotional, etc. How did it make you feel? Was the situation resolved?

11. Have you ever felt targeted by the usage of slurs, epithets, or by the defacement of property due to characteristics of your identity?

- a. Yes
- b. No
- c. **I don't know/I'm not sure**

12. Do you think hate crimes can be prevented? If so, how?

13. Why do you think there is a high rate of hate crimes committed out of racial bias?

14. Why do you think there is a high rate of anti-gay hate crimes?

15. What might be the reason that there is a high rate of anti-Semitic and Anti-Muslim hate crimes?

16. How do you feel that hate crimes should be handled in the criminal justice system?

17. Please rate the level of your participation in today's session.

1-Very High	2- High	3-Slightly High	4-Neutral	5-Slightly Low	6- Low	7-Very Low
-------------	---------	-----------------	-----------	----------------	--------	------------

18. Do you feel that you learned anything through your participation today? If so, please explain.

19. Do you have any unanswered questions or comments?

Appendix N-Q

Table 4.4.3.

Group	<i>Who do you think are the primary victims of hate crimes?</i>									
	<i>Women (as a group)</i>	<i>Men (as a group)</i>	<i>Racial/Ethnic Minorities</i>	<i>Caucasians</i>	<i>LGBTQ Individuals</i>	<i>Heterosexual People</i>	<i>Religious People</i>	<i>The Society as a Whole</i>	<i>People who are Disabled</i>	<i>Other</i>
1	3	0	4	0	4	0	1	1	2	0
2	0	0	2	0	2	0	1	1	1	0
3	2	0	3	0	3	0	2	0	1	0
4	2	0	2	0	2	0	2	0	2	0

Table 4.4.4.

Group	<i>Who do you think are the primary perpetrators of hate crimes?</i>									
	<i>Women (as a group)</i>	<i>Men (as a group)</i>	<i>Racial/Ethnic Minorities</i>	<i>Caucasians</i>	<i>LGBTQ Individuals</i>	<i>Heterosexual People</i>	<i>Religious People</i>	<i>Hate Groups</i>	<i>Anyone can be a perpetrator</i>	<i>Other</i>
1	1	2	0	2	0	1	0	1	2	0
2	0	2	0	1	0	0	0	2	1	0
3	0	2	1	2	0	1	0	0	3	0
4	0	2	0	2	0	2	1	1	1	0

Table 4.3.5.

Group	<i>Who do you think are the primary victims of hate crimes?</i>									
	<i>Women (as a group)</i>	<i>Men (as a group)</i>	<i>Black/African- American People</i>	<i>Caucasians</i>	<i>LGBTQ Individuals</i>	<i>Religious People</i>	<i>The Society as a Whole</i>	<i>People who are Disabled</i>	<i>Other</i>	
1	0	0	3	1	1	0	1	1	0	
2	0	0	2	0	0	0	0	0	0	
3	0	0	3	0	0	0	0	0	0	
4	0	0	2	0	0	0	0	0	0	

Table 4.3.6.

<i>Group</i>	<i>Who do you think are the primary perpetrators of hate crimes?</i>									
	<i>Women (as a group)</i>	<i>Men (as a group)</i>	<i>Black/African-American People</i>	<i>Caucasians</i>	<i>LGBTQ Individuals</i>	<i>Heterosexual People</i>	<i>Religious People</i>	<i>Hate Groups</i>	<i>Anyone can be a Perpetrator</i>	<i>Other</i>
1	0	1	0	2	0	1	1	1	2	0
2	0	0	0	2	0	0	0	0	0	0
3	0	0	0	3	0	0	0	0	0	0
4	0	0	0	2	0	0	0	0	1	0