Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Causes, Political Consequences, and Responses to Hate Crime

POU44653

Department of Political Science

Term:	Michaelmas Term 2026/27	**Level:**	Senior Sophister (5 ECTS)
Instructor:	Violeta Haas (violeta.haas@tcd.ie)	**Day 1:**	Mo, 12–1 pm, 1A (Goldsmith Hall)
Office hours:	Monday 4–5 pm and by appointment	**Day 2:**	Wed, 11–12 pm, 1.16 (Foster Place)

Module Description:

Hate crime is on the rise, and so is support for political violence. Rooted in systemic intimidation, bias-motivated offenses are generally viewed as qualitatively distinct in their causes and effects. Compared to their non-bias-motivated counterparts, hate crimes strike thrice. First, by targeting the immediate victim; second, by sending a "message" to the victim's perceived community; and third, by calling into question a society's commitment to inclusion, equity, and tolerance. As such, hate crime poses a serious threat to democratic ideals and to the complex challenge of maintaining and strengthening peaceful coexistence. In this course, we explore the drivers, political consequences, and responses to hate crime through a quantitative lens. Drawing on empirical literature, we will investigate how social, economic, political, and institutional factors influence the prevalence of hate crime. Beyond causes, we will also critically examine responses, including strategies aimed at preventing these acts. The course will feature a guest lecture by Dr. Tim Allinger. In addition to theoretical knowledge, this course emphasizes practical experience with empirical research. We will engage with common datasets and learn about relevant research designs.

Materials: Course material will be made available on Blackboard. I may also send emails, so please check both regularly.

Further readings for the interested (not required):

- Miller-Idriss, C. (2022). *Hate in the homeland*. Princeton University Press.
- Gerstenfeld, P. B. (2018). *Hate crimes: Causes, controls, and controversies* (4th ed.). Sage. Sage Knowledge.

Learning outcomes: By the end of this module, students will be able to:

- Demonstrate a well-developed knowledge of the empirical literature investigating the social, economic, political, and institutional drivers, political consequences, and responses to hate crime.
- Critically assess the core theoretical approaches used to study bias-motivated crime.
- Evaluate institutional strategies, legal frameworks, and policy interventions aimed at preventing hate crimes and mitigating bias-motivated behavior.

- Apply theoretical and empirical insights to contemporary real-world instances of bias-motivated behavior.

Important Dates:

Guest lecture (Dr. Tim Allinger) ..... Wednesday 25 November 2026
Research proposal due ..... Friday 11 December 2026, 11:59 pm

Assessment:

I: Participation (30%)

Active participation is central. You are expected to attend both weekly meetings, complete the required readings in advance, and engage critically in discussion. Seminars are for clarification and debate, not recaps of the literature. Participation combines (i) weekly comments, (ii) attendance, and (iii) the quality of in-seminar contributions. Except in Week 1, Week 7 (Reading Week), and your position-paper week, upload a short **weekly comment** (**150–250 words**) to that week's Blackboard discussion board **by Sunday 11:59 pm**, ahead of Monday's seminar. Comments should focus on the required readings and can be critiques, questions, or reflections, not summaries of the paper. You may skip comments in up to two weeks using **two jokers**. Week 11 comments should focus on the guest-lecture paper and may not be skipped.

II: Position paper (10%)

For one of the readings, you will prepare a **position paper** (**800–1,200 words**). In this assignment, you are asked to express and defend an opinion based on the readings. For example, you may (dis)agree with the authors' key arguments, whether they are useful to explain current political developments, or take sides when readings show conflicting findings. Be ready to present those views in seminar and discuss them with your classmates. The paper is **due Sunday 11:59 pm** before the first seminar on those readings. In your position-paper week, the paper replaces the weekly comment.

III: Research proposal (60%)

The final assessment is a **research proposal** for an empirical study (**2,500–3,000 words**), due **Friday 11 December 2026, 11:59 pm**. In the proposal you should: (1) formulate a clear research question; (2) critically synthesize the current state of the literature; (3) develop a coherent theoretical argument; and (4) outline an empirical approach (case selection, methodology, and data sources). You do not need to carry out the full study.

Written assignment format and guidelines: Please keep all written work within the stated word limit (references and figure captions do not count toward it). For the position paper and research proposal, please upload a PDF file to Blackboard, double-spaced in 12pt font. Use a consistent citation style of your choice (the Library Academic Style Guides can help). Please also include an alphabetized bibliography. For the research proposal, please also report the gender share of the authors you cite in a short note at the end of the paper (e.g. "Cited authors: 40% women among all authors; 50% women among first authors"). You are free to add other brief statistics of this kind as well (e.g. how many of the studies you cite focus on Western versus non-Western settings). This is for reflection and course monitoring only and does not affect your grade.

Late work and extensions: Written coursework submitted after the deadline without an approved extension is penalized at **5 points per calendar day** (including weekends). Work submitted more than five days late without approval may not be marked. Once an assignment has been marked and returned to other students, late submissions will not be accepted and will receive a grade of **0**. Where possible, **request extensions** for extenuating circumstances

before the deadline. For more information, see the College Late Submission of Assessments (Extensions) Policy.

LENS / Disability Service: If your Learning Educational Needs Summary (LENS) includes flexible assessment deadlines, you are entitled to a default one-week extension on eligible written assessments where practical.

- **Research proposal and position paper:** the extension applies automatically.
- **Weekly comments:** these are read before Monday's seminar, so a one-week extension is not practical. You will instead receive an additional joker. If that arrangement does not meet your needs, contact me to discuss alternatives.

For more information, see the Trinity Disability Service.

Academic integrity and plagiarism: All submitted work must be your own. Plagiarism of any kind will be sanctioned, including unacknowledged quotation or paraphrase, self-plagiarism (e.g. reusing work submitted for another module), collusion, ghostwriting, and presenting generative-AI text as if it were your own unassisted work (for the latter, see section below). Academic dishonesty is taken very seriously at Trinity and can result in no credit for an assignment, a failing grade for the module, or further College sanctions. For more information, see the College academic integrity pages and Ready Steady Write.

Generative AI: The core ideas, arguments, text, and references of each assignment must be your own. Use of AI in the classroom is not permitted unless explicitly instructed. Direct inclusion of AI-generated content is never permitted.

- **Weekly comments:** research/learning assistance (e.g. clarifying a concept or locating additional sources).
- **Position paper and research proposal:** research/learning assistance and writing assistance (e.g. helping structure a section and spell-checking) provided you substantially revise and fact-check.

If you use AI, disclose it on the School's Assignment Submission Form when handing in the position paper and research proposal. For more information, see the Library GenAI resources and the College GenAI hub. Undisclosed use of AI is plagiarism and will be sanctioned. Importantly, do not upload unpublished materials (e.g. guest-lecture PDFs) to third-party AI tools.

Course Outline

Complete required readings before Monday. Additional readings are useful for position papers and the research proposal and may be referenced during class.

Content warning: This module examines the causes, consequences and responses to bias-motivated behavior. Materials may include descriptions of hate crimes, hate speech, and other disturbing or offensive content (including racist, antisemitic, Islamophobic, anti-LGBTQ+, and similarly hateful language or imagery).

Author gender balance: Across required and additional readings, women make up roughly 37% of authors and 44% of first authors. About 60% of readings include at least one woman.

Week	Dates	Theme
1	Mon 14 / Wed 16 Sep	Introduction and defining hate crime
2	Mon 21 / Wed 23 Sep	Demographic change and hate crime
3	Mon 28 / Wed 30 Sep	Economic causes and hate crime
4	Mon 5 / Wed 7 Oct	(Social) media and hate crime
5	Mon 12 / Wed 14 Oct	Threatening events and hate crime
6	Mon 19 / Wed 21 Oct	Political elites and hate crime
7	26 Oct–1 Nov	*Reading Week — no class*
8	Mon 2 / Wed 4 Nov	Community impacts of hate crime
9	Mon 9 / Wed 11 Nov	Reducing hate crime I: contact
10	Mon 16 / Wed 18 Nov	Reducing hate crime II: persuasion
11	Mon 23 / Wed 25 Nov	Policy and hate crime + guest lecture
12	Mon 30 Nov / Wed 2 Dec	TBD: Your choice

Week 1 — 14 & 16 September 2026: *Introduction and Defining Hate Crime*

Additional readings:

- Dancygier, R. M., & Green, D. P. (2011). Hate crime. In J. F. Dovidio, M. Hewstone, P. Glick, & V. M. Esses (Eds.), *The SAGE handbook of prejudice, stereotyping and discrimination* (pp. 294–311). Sage.
- Schweppe, J. (2021). What is a hate crime? *Cogent Social Sciences*, 7(1), Article 1902643.
- Chakraborti, N. (2014). Framing the boundaries of hate crime. In N. Hall, A. Corb, P. Giannasi, & J. Grieve (Eds.), *The Routledge international handbook on hate crime* (pp. 13–23). Routledge.
- Vergani, M., Perry, B., Freilich, J., Chermak, S., Scrivens, R., Link, R., Kleinsman, D., Betts, J., & Iqbal, M. (2024). Mapping the scientific knowledge and approaches to defining and measuring hate crime, hate speech, and hate incidents: A systematic review. *Campbell Systematic Reviews*, 20(2), Article e1397.

Week 2 — 21 & 23 September 2026: *Demographic Change and Hate Crime*

Required readings:

- Hangartner, D., Dinas, E., Marbach, M., Matakos, K., & Xefteris, D. (2019). Does exposure to the refugee crisis make natives more hostile? *American Political Science Review*, 113(2), 442–455.
- Cikara, M., Fouka, V., & Tabellini, M. (2022). Hate crime towards minoritized groups increases as they increase in size-based rank. *Nature Human Behaviour*, 6(11), 1537–1544.
- Dancygier, R., Egami, N., Jamal, A., & Rischke, R. (2022). Hate crimes and gender imbalances: Fears over mate competition and violence against refugees. *American Journal of Political Science*, 66(2), 501–515.

Week 3 — 28 & 30 September 2026: *Economic Causes and Hate Crime*

Required readings:

- Riaz, S. (2023). Does inequality foster xenophobia? Evidence from the German refugee crisis. *Journal of Ethnic and Migration Studies*, 50(2), 359–378.
- Bestenbostel, A., & Peralta, A. (2026). WARNings: The impact of negative economic news on racial animus. *Journal of Economic Behavior & Organization*, 243, Article 107399.

Additional readings:

- Anderson, D. M., Crost, B., & Rees, D. I. (2020). Do economic downturns fuel racial animus? *Journal of Economic Behavior & Organization*, 175, 9–18.
- Bray, K., Braakmann, N., & Wildman, J. (2024). Austerity, welfare cuts and hate crime: Evidence from the UK's age of austerity. *Journal of Urban Economics*, 141, Article 103439.
- Dancygier, R. M., & Laitin, D. D. (2014). Immigration into Europe: Economic discrimination, violence, and public policy. *Annual Review of Political Science*, 17, 43–64.

Week 4 — 5 & 7 October 2026: *(Social) Media and Hate Crime*

Required readings:

- Siegel, A. A. (2020). Online hate speech. In N. Persily & J. A. Tucker (Eds.), *Social media and democracy: The state of the field, prospects for reform* (pp. 56–88). Cambridge University Press.
- Müller, K., & Schwarz, C. (2023). From hashtag to hate crime: Twitter and antiminority sentiment. *American Economic Journal: Applied Economics*, 15(3), 270–312.

Additional readings:

- Müller, K., & Schwarz, C. (2021). Fanning the flames of hate: Social media and hate crime. *Journal of the European Economic Association*, 19(4), 2131–2167.
- Siegel, A. A., Nikitin, E., Barberá, P., Sterling, J., Pullen, B., Bonneau, R., Nagler, J., & Tucker, J. A. (2021). Trumping hate on Twitter? Online hate speech in the 2016 U.S. election campaign and its aftermath. *Quarterly Journal of Political Science*, 16(1), 71–104.

Week 5 — 12 & 14 October 2026: *Threatening Events and Hate Crime*

Required readings:

- Dipoppa, G., Grossman, G., & Zonszein, S. (2023). Locked down, lashing out: COVID-19 effects on Asian hate crimes in Italy. *The Journal of Politics*, 85(2), 389–404.
- Riaz, S., Bischof, D., & Wagner, M. (2024). Out-group threat and xenophobic hate crimes: Evidence of local intergroup conflict dynamics between immigrants and natives. *The Journal of Politics*, 86(4), 1146–1161.
- Álvarez-Benjumea, A., & Winter, F. (2020). The breakdown of antiracist norms: A natural experiment on hate speech after terrorist attacks. *Proceedings of the National Academy of Sciences*, 117(37), 22800–22804.

Additional readings:

- King, R. D., & Sutton, G. M. (2013). High times for hate crimes: Explaining the temporal clustering of hate-motivated offending. *Criminology*, 51(4), 871–894.
- Gould, E. D., & Klor, E. F. (2016). The long-run effect of 9/11: Terrorism, backlash, and the assimilation of Muslim immigrants in the West. *The Economic Journal*, 126(597), 2064–2114.
- Devine, D. (2021). Discrete events and hate crimes: The causal role of the Brexit referendum. *Social Science Quarterly*, 102(1), 374–386.
- Piatkowska, S. J., & Stults, B. J. (2022). Brexit, terrorist attacks, and hate crime: A longitudinal analysis. *Social Problems*, 69(4), 968–996.
- Frey, A. (2020). "Cologne changed everything": The effect of threatening events on the frequency and distribution of intergroup conflict in Germany. *European Sociological Review*, 36(5), 684–699.

Week 6 — 19 & 21 October 2026: *Political Elites and Hate Crime*

Required readings:

- Romarri, A. (2020). Do far-right mayors increase the probability of hate crime? Evidence from Italy. Working paper.
- Dancygier, R. (2023). Hate crime supporters are found across age, gender, and income groups and are susceptible to violent political appeals. *Proceedings of the National Academy of Sciences*, 120(7), Article e2212757120.
- Zonszein, S., & Grossman, G. (2025). Voted in, standing out: Public response to immigrants' political accession. *American Journal of Political Science*, 69(2), 718–733.

Additional readings:

- Alizade, J., Dancygier, R., & Homola, J. (2026). *Downplaying extremism? How the state approaches right-wing and left-wing extremist threats*. Cambridge University Press.
- Ziller, C., & Goodman, S. W. (2020). Local government efficiency and anti-immigrant violence. *The Journal of Politics*, 82(3), 895–907.
- King, R. D., & Brustein, W. I. (2006). A political threat model of intergroup violence: Jews in pre–World War II Germany. *Criminology*, 44(4), 867–891.
- Dhattiwala, R., & Biggs, M. (2012). The political logic of ethnic violence: The anti-Muslim pogrom in Gujarat, 2002. *Politics & Society*, 40(4), 483–516.

Week 7 — 26 October–1 November 2026: *Reading Week — No class*

Week 8 — 2 & 4 November 2026: *Community Impacts of Hate Crime*

Required readings:

- Mitts, T. (2019). From isolation to radicalization: Anti-Muslim hostility and support for ISIS in the West. *American Political Science Review*, 113(1), 173–194.
- Branton, R., & Kropf, M. (2026). Mail voting as a tool to avoid voter intimidation and hate crimes. *American Politics Research*, 54(4), 400–410.
- Roman, M. F., & Thompson, J. (2024). Fickle prosociality: How violence against LGBTQ+ people motivates prosocial mass attitudes toward LGBTQ+ group members. *American Political Science Review*, 119(4), 1665–1683.

Additional readings:

- Perry, B. (2014). Exploring the community impacts of hate crime. In N. Hall, A. Corb, P. Giannasi, & J. Grieve (Eds.), *The Routledge international handbook on hate crime* (pp. 47–58). Routledge.
- Grewal, S., & Hamid, S. (2024). Discrimination, inclusion, and anti-system attitudes among Muslims in Germany. *American Journal of Political Science*, 68(2), 511–528.
- Mitts, T. (2021). Anti-Muslim hostility and jihadi radicalization (No. 15) [Audio podcast episode]. In T. Abou-Chadi (Host), *Transformation of European Politics Podcast*. SoundCloud.

Week 9 — 9 & 11 November 2026: *Reducing Hate Crime I: Contact*

Required readings:

- Scope Conditions. (n.d.). The promise and limits of intergroup contact, with Salma Mousa [Audio podcast episode]. *Scope Conditions Podcast*. scopeconditionspodcast.com.
- Alrababa'h, A., Marble, W., Mousa, S., & Siegel, A. A. (2021). Can exposure to celebrities reduce prejudice? The effect of Mohamed Salah on Islamophobic behaviors and attitudes. *American Political Science Review*, 115(4), 1111–1128.
- Mousa, S. (2020). Building social cohesion between Christians and Muslims through soccer in post-ISIS Iraq. *Science*, 369(6505), 866–870.
- Scacco, A., & Warren, S. S. (2018). Can social contact reduce prejudice and discrimination? Evidence from a field experiment in Nigeria. *American Political Science Review*, 112(3), 654–677.

Week 10 — 16 & 18 November 2026: *Reducing Hate Crime II: Persuasion*

Required readings:

- Broockman, D., & Kalla, J. (2016). Durably reducing transphobia: A field experiment on door-to-door canvassing. *Science*, 352(6282), 220–224.
- Adida, C. L., Lo, A., & Platas, M. R. (2018). Perspective taking can promote short-term inclusionary behavior toward Syrian refugees. *Proceedings of the National Academy of Sciences*, 115(38), 9521–9526.

- Hangartner, D., Gennaro, G., Alasiri, S., Bahrich, N., Bornhoft, A., Boucher, J., et al. (2021). Empathy-based counterspeech can reduce racist hate speech in a social media field experiment. *Proceedings of the National Academy of Sciences*, 118(50), Article e2116310118.
- Kalla, J. L., & Broockman, D. E. (2020). Reducing exclusionary attitudes through interpersonal conversation: Evidence from three field experiments. *American Political Science Review*, 114(2), 410–425.
- Kalla, J. L., & Broockman, D. E. (2023). Which narrative strategies durably reduce prejudice? Evidence from field and survey experiments supporting the efficacy of perspective-getting. *American Journal of Political Science*, 67(1), 185–204.

Additional readings:

- Bailard, C. S., Graham, M. H., Gross, K., Porter, E., & Tromble, R. (2024). Combating hateful attitudes and online browsing behavior: The case of antisemitism. *Journal of Experimental Political Science*, 11(3), 300–313.
- Siegel, A. A., & Badaan, V. (2020). #No2Sectarianism: Experimental approaches to reducing sectarian hate speech online. *American Political Science Review*, 114(3), 837–855.
- Denizet-Lewis, B. (2016, April 10). How do you change voters' minds? Have a conversation. *The New York Times Magazine*. nytimes.com.

Week 11 — 23 & 25 November 2026: *Policy and Hate Crime + Guest Lecture (Dr. Tim Allinger)*

Guest lecture by Dr. Tim Allinger (Wednesday). Weekly comments this week are on the guest-lecture paper and may not be skipped.

Required readings:

- Lehmann, M. C., & Masterson, D. T. (2020). Does aid reduce anti-refugee violence? Evidence from Syrian refugees in Lebanon. *American Political Science Review*, 114(4), 1335–1342.
- Levy, B. L., & Levy, D. L. (2017). When love meets hate: The relationship between state policies on gay and lesbian rights and hate crime incidence. *Social Science Research*, 61, 142–159.
- Allinger, T. L. (n.d.). Do exclusionary policies increase hate crimes? Evidence from the nomad camps in Italy. Working paper.

Week 12 — 30 November & 2 December 2026: *TBD: Your choice*