

Policing Hate Crimes on Campus

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EXPLORE

Question

What questions is your inquiry contingent upon?

What is the system of reporting hate crimes on campus and what is the system used to categorize them?

Plan

How will you go about answering your inquiry?

I will interview the UIPD as well as a residence hall official and an official who works with student activities and organizations at the Illini Union.

February

We select our groups based on our topics

March 7

We submit an abstract for the project.

Our current abstract for our project is as follows:

Research Project Abstract

The main issue we are discussing as part of our research project is hate crimes. We will begin this discussion through determining what the definition of a hate crime is according to the three areas we will be focusing on: the police force, attorneys, and hate crime victims/offenders. One of our subtopics will discuss the system of reporting a hate crime and how it is effective/ineffective. Furthermore, we intend to look at how much of a problem hate crimes actually are on this campus and perhaps beyond.

This will be accomplished by interviewing the previously stated parties, examining police reports, looking at other sources of information such as local media and even university organizations directly or indirectly addressing this issue. These tasks will be undertaken in the form of direct interviews with willing participants and also through polls.

Potential Sources

- Police force (officers)
- Police reports
- Local and greater Chicago-land attorneys
- Victims of hate crimes
- General Public
- Daily Illini
- University Organizations (STOP, CAIR, etc.)

March 13

We practice our questions on each other

March 30

We met after class to figure out who's doing what and to brainstorm names (ahmed e-mailed us after this)

April 1

I e-mailed to the group my ideas of questions

April 5

We meet at the mosque to figure out exactly who is doing what (AAS 199_07-01 e-mails us afterwards)

Our group has met again to clearly differentiate what each one of us is doing. The focus of the research has been changed slightly from the original abstract. Our main goal of the project will be to explore the effects of racism and the conditions that facilitate it. The premise is that racism directly creates hate crimes. Our operational definition of racism as it applies to Racism is the discrimination or assignation of a particular characteristic to an entire group of people when the only differentiating characteristic is race, while Muslims are not a "race" of people, the only differentiating characteristic used to target Muslims for racism is their religion, and physical characteristics such as the hijab, beard, and skin color are associated as visual markers of Muslims. The following are our areas of research:

- 1) How the "other" is constructed in the minds of people
 - 2) The system of reporting acts of hate to authorities and the contrast between attitudes of Champaign/Urbana Police with Campus Police
 - 3) Exploring the role of administration—what they do when they are approached, how they handle it, process of contacting, investigating, recording, protecting, personal opinions and definitions, questions about the forum.
 - 4) Exploring effects on faculty and students of racialized populations and the history of racism on campus
 - 5) Exploring effects of racism and history of it as it relates to Muslims
- The fourth area is my own area of research

April 17

I start contacting people...after this I wrote my reflections after each interview

OBSERVE

What observations, or findings are you encountering in your research?

Overall, I have found that police may have a bias on a crime that is considered a hate crime. A certain officer may not categorize something that is a hate crime as a hate crime, but as a different type of crime. I have also found that much more can be done at the University to combat hate crimes.

REFLECT

Link

Connect with other resources and materials.

Files:

[AAS199 Interview with illini union official.doc](#) (Fri 05/04/2007 2:44)

[AAS199 Interview with RD.doc](#) (Fri 05/04/2007 2:36)

[AAS199 Interview with UIUC police.doc](#) (Fri 05/04/2007 2:33)

Implications

Could your findings have broader implications beyond this inquiry?

“Police forces are not recording crime as ‘racially motivated’, other than those crimes that are specifically pre-defined as ‘racist’ or ‘antisemitic’. Because of this, police data does not reveal the true extent of racist crime, and individual investigations often fail to pick to pick up on the ‘racist’ element in many crimes (Oakley, 3).” As I mentioned

before, the officer who responds to a call decides whether or not it is reported as a hate crime or as something different. The best way to be able to tackle the true problem of hate crimes is first to categorize them correctly and without bias. Only then can we see where the true problem is coming from. Also people need to become more educated about diversity, not only in a university setting, but also in the local, national, and, most importantly, the global community. People need to be more aware of their rights and also be able to utilize all of the available resources. When this happens, the officials with the power will see that there is a problem and hopefully it will not be ignored and one day be solved. On campus, many things need to be done to combat hate. Also the punishment for committing a hate crime needs to be stricter. If someone says or writes something on a wall that can be considered a hate crime, that person will most likely be fired, but if that is done here, on campus, the University might try to council this person, and if this person is willing to do this type of thing, chances are counseling will not change this person's mind. With the threat of expulsion or a statement on the person's transcript saying that this person was expelled for disciplinary reasons, people will be much more careful about the harmful things that they can say. Also, more prominent programs need to occur on campus such as culture shock, which is a celebration of global culture on campus, so people can get a taste on what is happening all over the world. Programs like these will lead people to think away from cultural stereotypes and really make the person appreciate what each culture has to offer. More energy needs to be put into the organization and the marketing of these programs. More diverse and educational programming needs to occur as opposed to the social activities, such as a concert or a magician, and things of this sort. Once we, as both a campus community and as a global community realize these problems, can we begin to combat them as well as bring upon a change for generations to come.

OTHER

A space for other notes, findings, comments, etc.

Files:

[aas199+reading+assignments.doc](#) (Fri 05/04/2007 2:48)

[AAS199 final paper.doc](#) (Fri 05/04/2007 2:27)