Virtual Symposium
Understanding and Preventing Youth Hate Crimes and Identity-Based Bullying
Day 1: October 17, 2023
Attribution and Disclaimer

Attribution

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Disclaimer

• The opinions, findings, and conclusions or recommendations expressed in this program are those of the author(s) and do not necessarily reflect those of the Department of Justice.
Preventing Youth Hate Crimes Virtual Symposium

Research and Trends: Identity-Based Bullying, Youth Hate Crimes, and Hate Groups Two Years Later

October 17, 2023
Identity-Based Bullying and Cyberbullying

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University of North Carolina

Preventing Youth Hate Crimes & Bullying
An OJJDP Initiative

Working for Youth Justice and Safety
Areas of Expertise: UNC Espelage Research
Addressing Violence in Education (RAVE) Lab

- Prevention Science
- School-Based Interventions
- Social-Emotional Learning Interventions
- Bullying/Identity-Based Bullying Prevention
- Teen Dating Violence
- Sexual Harassment/Violence
- School-Based Suicide Prevention
Definition of Bullying

Bullying is unwanted aggressive behavior(s) among school-age children that has a high likelihood of causing physical or psychological harm or injury and is characterized by:

1) An imbalance of real or perceived power that favors the aggressor(s);
2) Being repeated or has a high likelihood of being repeated;
3) The victim(s) of bullying may feel intimidated, demeaned, or humiliated as a result of the aggression.

Source: Gladden et al., 2014
Defining Identity-Based Bullying

• Identity-based bullying (IBB; bias-based bullying or stigma-based bullying): any form of bullying occurring because of the youth’s actual or perceived social identity(ies), e.g., racist remarks, being shoved due to actual or perceived LGBTQ identity (Brinkman, 2015).

• Identity-based bullying specifically relates to verbal and/or physical assaults rooted in discrimination (Brinkman, 2015).

• Identity is only recently being acknowledged in the bullying literature, despite 35–40% of bullied youth reporting IBB in nationally representative samples (Russell et al., 2012).
Identity and Bias-Based Bullying (Part 1)

General-based victimization is typically seen as less harmful than bias or identity-based bullying which targets one or multiple facets of an individual's identity such as racial/ethnic or gender/sexual identities (Bontempo and D’Augelli, 2002; Espelage et al., 2018, 2021; Mulvey et al., 2018; Russell et al., 2012; Xu et al., 2020).
Identity and Bias-Based Bullying (Part 2)

Various individual identities are frequently associated with higher levels of victimization including age, BMI, disability status, gender and sexual identity (and gender non-conforming), race and ethnicity, and socioeconomic status (Azeredo et al., 2015; Bilic, 2015; Blake et al., 2016; Earnshaw et al., 2018; Espelage et al., 2011, 2017, 2020; Goldbach et al., 2017; Russell et al., 2012).
Definition of Cyberbullying

• Cyberbullying is defined as “willful and repeated harm inflicted through the use of computers, cell phone, or other electronic devices”

• Utilizing technology, youth can send or post humiliating or threatening messages or photos of their targets to a third party or to a public forum where many online participants visit

Source: Hinduja and Patchin, 2009
Prevalence Rates by Race/Ethnicity – 2021 YRBS

Source: CDC Youth Risk Behavior Survey (YRBS), 2021
Prevalence Rates by Sexual Orientation – 2021 YRBS

Source:
CDC Youth Risk Behavior Survey (YRBS), 2021
Bullying/Cyberbullying Among Students with or At-Risk for Disabilities (SW-ARD)

• While bullying/cyberbullying is a pervasive problem among all youth, SW-ARD are disproportionately involved in the bullying and cyberbullying (Gage et al., 2021; Fang et al., 2022; Rose and Gage, 2017).

• Gage and colleagues (2021) evaluated school-based, civil rights reports via the U.S. Department of Education’s Office of Civil Right Data and determined that 47% of SW-ARD in the total sample reported victimization and 24% reported being disciplined for bullying others.

• Victims of bullying/cyberbullying with disabilities have reported higher levels of psychological distress and physical and emotional harm when compared to their peers without disabilities (Hartley et al., 2015; Espelage et al., 2022).
Social Justice Issue

• “From a social justice perspective, which stresses the importance of empowerment of people who are vulnerable and oppressed (National Association of Social Workers, 2017), understanding identity-based and bias-based bullying is a necessary first step toward development and implementation of programs and policies in schools and communities, which not only reduce bullying, but also address prejudice that accompanies bullying behaviors in school.” (Hong, Peguero, and Espelage, 2018)

• Social justice can be achieved when young people, despite noticeable differences, are afforded with safe schools and communities where they can learn and grow without fear of ridicule, harassment, hate, and violence.
The Impact of Islamophobia on Muslim Students: A Systematic Review of the Literature

Nadin Abu Khalaf, Ashley B. Woolweaver, Roslyn Reynoso Marmolejos, Grace A. Little, Katheryn Burnett, and Dorothy L. Espelage

University of North Carolina at Chapel Hill

ABSTRACT
Despite the rise in anti-Islamic sentiment, Muslim youth's experiences of religious discrimination are under researched. The goal of this paper is to better understand the complexities associated with religious discrimination for youth and adolescents and how to mitigate the harm caused by these discriminatory experiences. This mixed methods systematic review consists of 44 qualitative and quantitative studies from 34 journals, discussing experiences of religious discrimination for participants ages 4-25 both in the United States and internationally. This review discussed student experiences, the context of school as a conduit for discrimination, how students responded to these instances, including protective factors and recommendations for future research and policy.

IMPACT STATEMENT
This article systematically examined experiences of discrimination faced by Muslim students in
Bullying Victimization Exploratory Analysis

An Exploratory Analysis of Financial Status and Risk Factor Interactions for Bullying Victimization

Ashley B. Woolweaver, Jessica C. Barbour, and Dorothy L. Espelage

University of North Carolina at Chapel Hill

ABSTRACT

Bullying is common among students; however, there are several individual characteristics or identities that make an adolescent more susceptible to victimization. This secondary data analysis of a sample of 20,302 high school students in Wisconsin uses a multilevel model to assess common risk factors such as gender identity, sexual orientation, racial and ethnic identity, and disability status as predictors for general and identity-based bullying, as well as an exploratory analysis of the interactions of financial status and these risk factors. This study is novel as it discusses nuanced identities not typically accounted for in the literature, as well as addresses the potentially compounding nature of financial status and other risks. Results indicated that factors such as grade level, gender, sexual orientation, disability status, and low financial status were indicators for general bullying victimization, while race and ethnicity, sexual orientation, and general bullying victimization were indicators for identity-based victimization.

ARTICLE HISTORY

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KEYWORDS
bullying, risk, financial status, identity-based bullying

ASSOCIATE EDITOR
Jamilia Blake

IMPACT STATEMENT
Legislation Context

The ACLU is tracking 492 anti-LGBTQ bills in the U.S.

Choose a state on the map to show the different bills targeting LGBTQ rights and take action. While not all of these bills will become law, they all cause harm for LGBTQ people.

Legislation Context (Part 2)

Type of Bills Passed in 2023

- Transgender sports participation bans: 10.4%
- Other discriminatory laws: 24.7%
- Gender-affirming care ban: 23.4%
- LGBTQ+ erasure laws: 5.2%
- Bathroom bans: 11.7%
- Forced student outing laws: 3.9%
- RFRA: 3.9%
- Anti-drag performance ban: 2.6%
- Don’t say LGBTQ+: 6.5%
- Pronoun refusal: 7.8%

What Can We Do to Support LGBTQ+ Students?

• Integrate LGBTQ+ topics, history, and experiences into school curricula (Hatchel, Merrin, and Espelage, 2019; Snapp et al., 2015).

• Support student-led initiatives like Gender-Sexuality Alliances (GSAs) (Espelage et al., 2019; Poteat et al., 2023a, 2023b).

• Implement explicit anti-discrimination and anti-bullying policies protecting LGBTQ+ students at the local and state levels (Espelage et al., 2019; Fields and Wotipka, 2022; Kull et al., 2016; Miller-Jacobs, 2023).
What Can We Do to Support All Students? (Part 1)

- Provide training for teachers and school psychologists on supporting LGBTQ, ethnically/racially diverse, and disabled youth (Espelage, 2016).
- Ensure school counselors are equipped to address student needs (Kull et al., 2016).
- Practitioners that work with youth must understand the sociopolitical context impacting their ability to serve youth; they must participate in advocacy efforts (Kupper et al., 2022).
What Can We Do to Support All Students? (Part 2)

• Give students an equal voice – let them share their experiences (Kosciw et al., 2022).

• Facilitate youth participatory action research (YPAR) in which youth and adults are active co-collaborators in a power-sharing research partnership in schools and out-of-school time (Malorni et al., 2022; Ozer, 2017).

• Continue to foster protective communities and prevention efforts with youth and their families outside of schools (Edwards et al. 2022; Mitchell et al., 2019; Rivas-Koehl et al., 2022; Ybarra et al., 2022).
A Meta-Analysis of School-Based Cyberbullying Prevention Programs’ Impact on Cyber-Bystander Behavior

Cagil Torgal, Dorothy L. Espelage, Joshua R. Polanin, Katherine M. Ingram, Luz E. Robinson, America J. El Sheikh, and Alberto Valido

*University of Florida; †University of North Carolina at Chapel Hill; ‡American Institutes for Research

ABSTRACT
Cyberbullying among youth is an emerging public health concern that has a wide array of deleterious outcomes. The current meta-analytic review synthesized school-based cyberbullying prevention programs’ impact on promoting cyber-bystander intervention among K–12 students. As a result of exhaustive searches and a thorough screening procedure, a total of 9 studies were identified as eligible. Meta-analytic synthesis of the 9 studies involving 35 effect sizes demonstrated that overall, the treatment effect was not statistically significant ($g = 0.29, SE = 0.14, p = .07, 95\% CI [-0.03, 0.61])]. Findings of the moderator analyses suggest that incorporating an empathy activation component in the prevention program was associated with better program effectiveness in promoting cyber-bystander intervention. Further, older age was found to be associated with better program outcomes. Findings of the current meta-analysis provide important insight for developing cyberbullying prevention interventions.

ARTICLE HISTORY
Received September 6, 2020
Accepted March 31, 2021

KEYWORDS
Cyberbullying, cyber-bystander, school-based program, prevention, meta-analysis

ASSOCIATE EDITOR
Jamilia Blake
Are cyberbullying intervention and prevention programs effective? A systematic and meta-analytical review

Hannah Gaffney1,*, David P. Farrington2, Dorothy L. Espelage3, Maria M. Ttofi*

1 Institute of Criminology, University of Cambridge, United Kingdom
2 University of Florida, United States

ABSTRACT

This paper presents the results from a systematic and meta-analytical review of the effectiveness of cyberbullying intervention and prevention programs. Systematic searches were conducted for published and unpublished studies from 2000 to 2017 on several online databases, including Web of Science, Scopus, PsycINFO, Psychology and Behavioural Science, DARE, and SSRIC. In addition, specific journals, for example, Cyberpsychology, Behavior, and Social Networking and Computers in Human Behavior, were hand searched for relevant studies. In total, 193 studies were retained for further screening from nearly 4000 search results. To be included in the present systematic review, studies had to: (1) include an adequate operational definition of cyberbullying; (2) describe the evaluation of an intervention or prevention program implemented with school-aged participants; (3) employ experimental and control conditions; (4) measure cyber-bullying behavior using quantitative measurement instruments; and (5) have been published from 2000 onwards.

Following rigorous screening, 24 publications were included in our systematic review. The majority of those studies (n = 15) used randomized controlled trials (RCTs) to evaluate anti-cyberbullying programs, while the remaining studies used quasi-experimental designs with before and after measures (n = 9). Within these 24 publications, 26 independent evaluations were reported. We conducted a meta-analysis to synthesize the results of primary evaluations of cyberbullying intervention programs. Our meta-analysis included 18 and 19 independent effect sizes for cyberbullying perpetration and cyberbullying victimization independently.

The results of our meta-analysis suggest that cyberbullying intervention programs are effective in reducing both cyberbullying perpetration and victimization. Our results indicate that anti-cyberbullying programs can reduce cyberbullying perpetration by approximately 10%–15% and cyberbullying victimization by approximately 14%. We also compared results between different methodological designs and models of meta-analysis. The effect sizes were greater for RCTs than for quasi-experimental designs.

Overall, the results of the present report address a significant gap in the cyberbullying literature, and suggest that intervention and prevention can be effective. However, future research needs to address the specific components of interventions that are effective, the effectiveness of prevention programs with non-school-aged samples, and the influence of overlapping offline and online victimization.
Cyberbullying Meta-Analysis (2021)

A Systematic Review and Meta-analysis of Interventions to Decrease Cyberbullying Perpetration and Victimization

Joshua R. Polanin¹ · Dorothy L. Espelage² · Jennifer K. Grotpeter³ · Katherine Ingram² · Laura Michaelson¹ · Elizabeth Spinney³ · Alberto Valido³ · America El Sheikh⁴ · Cagil Torgal⁴ · Luz Robinson⁴

Accepted: 3 June 2021 / Published online: 22 June 2021
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Abstract
Evidence suggests that cyberbullying among school-age children is related to problem behaviors and other adverse school performance constructs. As a result, numerous school-based programs have been developed and implemented to decrease cyberbullying perpetration and victimization. Given the extensive literature and variation in program effectiveness, we conducted a comprehensive systematic review and meta-analysis of programs to decrease cyberbullying perpetration and victimization. Our review included published and unpublished literature, utilized modern, transparent, and reproducible methods, and examined confirmatory and exploratory moderating factors. A total of 50 studies and 320 effect sizes spanning 45,371 participants met the review protocol criteria. Results indicated that programs significantly reduced cyberbullying...
A Meta-analytic Review of School-Based Anti-bullying Programs with a Parent Component

Yuanhong Huang¹ © · Dorothy L. Espelage¹ · Joshua R. Polanin² · Jun Sung Hong³,⁴

Abstract
Social-ecological theory of school bullying stresses the role parents play in students’ engagement in bullying. School practitioners and the researchers who support practitioners are often recommended to involve parents in their efforts to implement school-based prevention efforts. Yet, empirical support for this recommendation is scarce. Although evidence on bullying prevention programs continues to burgeon, limited efforts have been made to synthesize the impacts of adding parental components to prevention programming. This meta-analysis attempts to fill this gap by reviewing and analyzing studies published after 2000 that evaluate school-based anti-bullying programs involving a parental component. Twenty-two studies with an overall sample of 212,211 students from kindergarten to 12th grade supported a small but significant effect on reducing bully perpetration ($d = 0.179$, 95% CI = [0.095, 0.264]) and victimization ($d = 0.162$, 95% CI = [0.059, 0.265]). Moderator analysis revealed
Effective Bully/Violence Prevention

Policies & Procedures – Behavioral Expectations (PBIS)

Social-Emotional Competences

Ongoing ALL-Staff Training

Espelage 1995-2022
Risks and Protective Factors

- Interconnected Risks
- Bullying/Aggression
- Prosocial Peers
- Trusting Relationships
- Student Well-Being
- Supportive Schools

Espelage 1995-2022

Working for Youth Justice and Safety
References (Part 1)


References (Part 2)

- Espelage, Rose, and Polanin. 2016. Social-emotional learning program to promote prosocial and academic skills among middle school students with disabilities. *Remedial and Special Education* 37(6): 323-332.
References (Part 3)


References (Part 4)


References (Part 5)


References (Part 6)


Please contact espelage@unc.edu to obtain any missing references.
The Law vs. Violent Bigotry: Hate Crime Laws Are Not Enough

Michael Lieberman
Senior Policy Counsel, Hate & Extremism
Southern Poverty Law Center (SPLC)
The Year in Hate and Extremism (YIHE) 2022
What is a Hate Group?

- A **hate group** is an organization that, based on its official statements or principles, the statements of its leaders, or its activities, has beliefs or practices that attack or malign an entire class of people because of their race, religion, ethnicity, sexual orientation, or gender identity.
  - These prejudices strike at the heart of our democratic values and fracture society along its most fragile fault lines.

- An **antigovernment group** is an organization or collection of individuals that, based on its official statements or principles, the statements of its leaders, or its activities, believes the federal government is tyrannical and also traffics in conspiracy theories.
Hate Groups in the United States

Source: Southern Poverty Law Center, 2023
Top Takeaways from YIHE 2022

• In the aftermath of the January 6, 2021 attack, organized hate groups focused on local organizing and pursued their agenda in venues where it is easier to gain power and strip communities of their rights and livelihoods.

• Schools are a primary target for locally-driven extremist mobilization. SPLC has raised special concerns about reactionary anti-student inclusion groups involved in book banning, censorship, anti-LGBTQ initiatives, and restrictions on teaching the truth about race in American history.

Source: Southern Poverty Law Center, 2023
State Hate Crime Laws

• 46 states and the District of Columbia have penalty-enhancement hate crime laws.
  – Includes all states except Arkansas, Indiana, South Carolina, and Wyoming

• All cover race, religion, and national origin/ethnicity.
  – 31 cover sexual orientation
  – 31 cover gender
  – 17 cover gender identity/expression
  – 32 cover disability

Source: Movement Advancement Project, 2023
Federal Hate Crime Laws

The Matthew Shepard and James Byrd, Jr., Hate Crimes Prevention Act of 2009

COVID-19 Hate Crimes Act/Jabara-Heyer NO HATE Act
Hate Crime Statistics Act

- Under the Hate Crime Statistics Act (HCSA), the Federal Bureau of Investigation (FBI) has been collecting hate crime data from the nation’s 18,000 law enforcement agencies since 1991.

- Data drives policy.
  - We cannot address what we are not measuring accurately.

- Race-based crimes have always been the most numerous, with crimes against Black people always making up the highest number of race-based crimes by far.
The 2021 Supplemental HCSA report documented 10,840 incidents. This is the highest number of hate crimes recorded since 1991. This number includes:

- The highest number of race-based crimes,
- The highest number of anti-Asian American and Pacific Islander crimes,
- The highest number of anti-Hispanic crimes, and
- The highest number of anti-trans crimes.

Source: Federal Bureau of Investigation, 2023
Agency Reporting

- Thousands of agencies did not report any hate crime data to the FBI.

- About 80% of the rest affirmatively reported zero (0) hate crimes, including dozens of cities over 100,000 in population.

Source: Federal Bureau of Investigation, 2023
Hate Crime Reporting to the FBI Should be Mandatory

Until legislation can be enacted to require mandatory reporting, we urge the U.S. Department of Justice to condition its grants and other funding for law enforcement agencies on either:

- Reporting credible hate crime data to the FBI, or
- Undertaking meaningful, ongoing community hate crime prevention, outreach, and awareness initiatives
FBI Juvenile Hate Crime Data

• 2021 HCSA data: 12,823 reported victims, 1,346 juveniles (10.5%)
  – 797 of 8,006 (9.96%) were based on race/ethnicity/national origin
  – 357 of 2,371 (15.1%) were based on sexual orientation/gender identity

• In the most recent published data on justice-involved youth (2020), youth accounted for 10.9% of persons convicted of a crime.

Sources: Federal Bureau of Investigation, 2023; Federal Bureau of Investigation, 2021
Prevention is Key

• The law is a blunt instrument against hate and extremism.

• It is much better to prevent a hate crime from occurring in the first place.
Anti-Defamation League Pyramid of Hate

Source: Anti-Defamation League, 2018
Prevention: Learn how to identify bullying and stand up to it safely

Become an upstander
SPLC Learning for Justice

SPLC’s [Learning for Justice](#) program seeks to be a catalyst for racial justice, working in partnership with communities to dismantle white supremacy, strengthen intersectional movements, and advance the human rights of all people.
Join us tomorrow (Oct. 18) at 1:55 p.m. ET to learn more about SPLC’s prevention work!

What is Happening to Our Kids Online? Preventing Cyberbullying, Extremism, Radicalization, and Cyberhate

Lydia Bates (she/her)
Program Manager, Partnerships
Southern Poverty Law Center
Policy Recommendations

We cannot legislate, regulate, tabulate, or prosecute an end to hate crime and extremism.

• Speak out and act against hate, political violence and extremism.
• Confront reactionary anti-student inclusion and censorship campaigns.
• Make federal and state hate crime data collection mandatory.
• Enforce hate crime laws.
• Address long-term contributors to hate and extremism.
• Improve government prevention and response to extremism.
• Confront white supremacy in the military and in law enforcement.
• Promote online safety and hold tech and social media companies accountable.
References

Thank you for what you do—and what you will do.

Michael Lieberman
Senior Policy Counsel, Hate and Extremism
michael.lieberman@splcenter.org
Synthesized NIJ-Sponsored Research Findings on Domestic Radicalization: Considerations for Youth Risk, Offenses, & Mitigation

Thomas Leo Scherer, Ph.D.

Synthesis Reports on Domestic Radicalization and Terrorism for the National Institute of Justice
Disclaimer

This synthesis project was commissioned using Federal funds provided by the U.S. Department of Justice. Opinions or points of view expressed are those of the author(s)/presenter(s) and do not necessarily reflect the official position or policies of the U.S. Department of Justice nor represent or reflect any of the author(s)’/presenter(s)’ affiliates/organizations.

This project was conducted in the author(s) own personal capacities.
Synthesis Overview

- 40+ Grants
- 4 Questions
- 4 Synthesis Reports
- 4 “Five Things” Brochures
Limitations and Caveats

- Studies not necessarily meant to be comparative
- Mixed information, criteria, and approaches
- Definitions, time periods, and scope vary
- Comparison based on initial framing activities
- Not all studies primarily focused on youth
- Definitions of “youth” vary
Key Topics of Focus: Overview

• Comparative Analysis of Violent Extremists and Other Offender Types
• The Role of the Internet and Social Media on Radicalization
• Evaluating and Assessing Terrorism Prevention Programs
• The Role of Social Networks in Facilitating and Preventing Domestic Radicalization
Framing Comparisons of Violent Extremism and Similar Offenses

**Violent Extremism:** Support for, association with, or participation in violent activities to achieve ideological goals.

**Mass Shooting:** An event wherein 3 or more victims are murdered by firearms.*

**Hate/Bias Crime:** Criminal offense motivated by bias against a race, religion, disability, sexual orientation, ethnicity, gender, or gender identity.

*Mass shooting definitional criteria based on number of casualties or fatalities may vary*
## Comparing Violent Extremism and Similar Offenses: Overview of the Data

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Profiles of Individual Radicalization in the United States (PIRUS)</th>
<th>Violence Project</th>
<th>Bias Incidents and Actors Study (BIAS)</th>
<th>National Hate Crime Investigations Study (NHCIS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremist views and behavior</td>
<td>Mass shootings</td>
<td>Hate crimes</td>
<td>Hate crimes</td>
<td></td>
</tr>
<tr>
<td>Method</td>
<td>Open-source searches</td>
<td>Existing lists and open-source search</td>
<td>PIRUS and open-source searches</td>
<td>Survey of law enforcement</td>
</tr>
<tr>
<td>Access</td>
<td>Available by web request</td>
<td>Available by web request</td>
<td>To be publicly available</td>
<td>Unknown</td>
</tr>
<tr>
<td>Size</td>
<td>2,226</td>
<td>172</td>
<td>996</td>
<td>1,230</td>
</tr>
</tbody>
</table>
Similarities among Individuals Committing Violent Extremist and Similar Offenses

• In their 20s and 30s
• Male
• Unemployed
• Prior criminal histories

IMPORTANT: Assessing risk is a challenge. Variation in characteristics makes it difficult to assess someone’s risk based on profiles alone.
Select Information on Younger Populations

• Hate/Bias Crimes
  – Lowest among individuals 17 years of age and under (U.S. Hate Crime Investigation Rates and Characteristics: Findings From the National Hate Crime Investigations Study (NHCIS), April 2022)
  – Targeting based on sexual orientation with lowest median age (24) (A Pathway Approach to the Study of Bias Crime Offenders, 2021)

• Mass Shootings
  – Role of severe childhood trauma, especially among those targeting K-12 schools (The Violence Project Database of Mass Shootings in the United States, November 2019)
Framing the Role of the Internet

Potential Influence and Movement between Online Activities

Risk

Engagement

Exploitation

Mitigation
## Role of the Internet: Primary Grants Reviewed

<table>
<thead>
<tr>
<th>Year</th>
<th>Project Title</th>
<th>Primary Grantee</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 to 2021</td>
<td>An Assessment of Extremist Groups Use of Web Forums, Social Media, and Technology to Enculturate and Radicalize Individuals to Violence</td>
<td>Michigan State University</td>
</tr>
<tr>
<td>2014 to 2021</td>
<td>Radicalization on the Internet: Virtual Extremism in the U.S. from 2012-2017</td>
<td>Arkansas State University</td>
</tr>
<tr>
<td>2015 to 2019</td>
<td>Social Learning and Social Control in the Off and Online Pathways to Hate and Extremist Violence</td>
<td>University of Maryland</td>
</tr>
<tr>
<td>2016 to 2020</td>
<td>Social Media as a Platform for Crafting Gender-Specific Interventions for the Domestic Radicalization of Women</td>
<td>The Rector and Visitors of the University of Virginia</td>
</tr>
<tr>
<td>2018 to ongoing</td>
<td>Operation250: An Evaluation of a Primary Prevention Campaign focused on Online Safety and Risk Assessment</td>
<td>University of Massachusetts-Lowell</td>
</tr>
</tbody>
</table>
Youth and the Role of the Internet on Radicalization

Risks of encountering hateful or violent extremist content may vary based on:

- Who youth interact within online (e.g., interacting with strangers online may increase the odds of youth viewing racist content online)
- Which online platform is used
- The amount of time spent online
- Individual factors and interests (including awareness)

Sources: Predictors of Viewing Online Extremism Among America’s Youth, 2020; Youth Exposure to Hate in the Online Space, 2020; Radicalization on the Internet: Virtual Extremism in the U.S. from 2012-2017, January 2021; personal conversations with project leads.
Framing Evaluation of Programs

- Evaluation challenges
- Evaluation approach and findings
- Program type
# Evaluations Related to Youth and Terrorism Prevention Programs

<table>
<thead>
<tr>
<th>Years</th>
<th>Grant No.</th>
<th>Project Title</th>
<th>Grantee</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017 to 2018</td>
<td>2016-ZA-BX-K003</td>
<td>Using Gatekeeper Training as a CVE Tool: Replication and Evaluation of a Gatekeeper Program in Prince George’s County</td>
<td>ANSER (Analytic Services, Inc.)</td>
</tr>
<tr>
<td>2019 to 2021</td>
<td>2018-ZA-CX-0002</td>
<td>Operation 250: An Evaluation of a Primary Prevention Campaign Focused on Online Safety and Risk Assessment</td>
<td>University of Massachusetts-Lowell</td>
</tr>
</tbody>
</table>
Select Findings Related to Youth Terrorism Prevention Program Evaluations

- Sensitivities to the term “violent extremism”
- Lack of a perceived need for violent extremism prevention programming
- Benefits beyond violent extremism prevention (e.g., public speaking skills and non-violent extremism related conflict resolution)
- Mixed results in knowledge acquisition

Framing the Role of Social Networks

- Constructed Social Networks
- Organic Social Networks
- Individual Factors, Perceptions, Experiences

Radicalization Outcomes
Social Networks as Gateways and Gatekeepers: General Findings

• Radicalization to violence is an inherently social process, even among so-called “lone actors.”

• Social isolation from non-extremist groups and the size of extremist groups can both have an impact.

• While important, family connections are not always a safeguard.

• Peers have a meaningful influence on pathways both into and out of violence.

• The impact of social networks varies.
Key Takeaways

• Definitions matter, but vary.
• There is no “one-size-fits-all” profile.
• Social networks can play a key role, including through leakage, but the role is likely impacted by other factors.
• Challenges and limitations to data continue to impact our understanding.
• Risk does not always equate with propensity.
• Awareness is important.
Center for Prevention Programs and Partnerships (CP3)

Presented by: Jordan Garza
Regional Prevention Coordinator
CP3 Program Overview

CP3 strengthens our country’s nationwide prevention abilities through funding, training, increased public awareness, and partnerships across every level of government, the private sector, and in local communities.

<table>
<thead>
<tr>
<th>Vision</th>
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<tr>
<td>CP3 works to ensure safe and secure communities through the prevention of targeted violence and terrorism.</td>
</tr>
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</table>
A Public Health-Informed Approach to Violence Prevention

• A public health-informed approach to violence reduction treats violence as an issue made up of a combination of psychological, sociological, and political elements, rather than a criminal issue.

• Requires the use of novel programs focused on empowering communities to diminish the attractiveness, and impact of, violence as a means of expressing a grievance.

• Applies strategies that have been used in other forms of violence prevention for decades and that are based on evidence, including program evaluation and research in areas like public health, psychology, and criminology.
Defining Targeted Violence and Terrorism

• Targeted violence refers to a premediated act of violence directed at a specific individual, group, or location, regardless of motivation, that violates the criminal law of the United States or of any State or subdivision of the United States.

• Terrorism refers to any activity involving a criminally unlawful act that is dangerous to human life or potentially destructive of critical infrastructure or key resources, and that appears intended to intimidate or coerce a civilian population, to influence government policy by intimidation or coercion, or to affect the conduct of a government by mass destruction, assassination, or kidnapping.

The Constitution protects an individual’s right to freely believe, speak, and associate with others. An individual's ideology, regardless of the cause it supports, is protected. Certain actions in support of one’s ideology, such as the threat, planning, incitement, or use of unlawful violence, are not protected.
Targeted Violence Incidents

Brandon Scott Hole USPER
FedEx Ground Facility, Indianapolis, Indiana, April 16, 2021

Salvador Ramos USPER
Robb Elementary School, Uvalde, Texas, May 24, 2022
Terrorism

INTERNATIONAL TERRORISM
Activity directed by or inspired by Foreign Terrorist Organizations (FTOs)

DOMESTIC TERRORISM
Racially motivated
Anti-government/anti-authority
Animal rights/environmental
Abortion-related
Others
Case Study: Racially and Ethnically Motivated Violent Extremism (RMVE)

<table>
<thead>
<tr>
<th>Middle School</th>
<th>High School</th>
<th>Adulthood</th>
</tr>
</thead>
</table>
| • Started drawing swastikas and talked about “loving Hitler”  
• Beat his mother after she attempted to discipline him – subsequently spent time in juvenile detention  
• Threatened his mother with a 12-inch knife (less than one year later)  
• Assaulted his mother (one month later) | • Routinely displayed Confederate symbols  
• Made others uncomfortable talking about Hitler and using racial epithets  
• Teachers expressed concerns about his neo-Nazi beliefs | • Enlisted in U.S. Army but was unable to complete training  
• Unable to maintain steady employment  
• No hobbies except video games; most friends were from online gaming communities  
• Identified as a white supremacist and neo-Nazi  
• Posted white supremacist memes and symbols on social media |
Case Study: Violent White Supremist

• On August 12, 2017, James Alex Fields drove his vehicle into a crowd of pedestrians peacefully counter-protesting at the Unite the Right rally in Charlottesville, Virginia, killing one and injuring 19 persons.

• Fields pled guilty to 29 hate crimes charges in Federal court and was given a life sentence.

• He was convicted in state court on first-degree murder, aggravated malicious wounding, malicious wounding, and leaving the scene of an accident; and given a separate life sentence.
4-Step Public Health Approach to Violence Prevention

Define and Monitor the Problem
Identify Risk and Protective Factors
Develop and Test Prevention Strategies
Assure Widespread Adoption
Prevention—The Public Health Model

Social Determinants of Health

Falling Off the Cliff
Represents an individual committing an act of target violence or terrorism.

Primary Prevention
Foster resilient communities that reduce the risks associated with violent extremism and increase protective activities.

Examples: Jobs programs, bystander awareness, Music in Common, University of Texas El Paso

Secondary Prevention
Provide services for persons who may be in the early stages of radicalizing to violence.

Examples: Behavioral Threat Assessment and Management (BTAM) Teams and Threat Assessment and Management programs with properly-trained personnel, Boston Children Hospital, NYS Division of Homeland Security, Hawaii Homeland Security

Tertiary Prevention
Prevent recidivism by those who have or have planned to commit acts of targeted violence or terrorism.

Examples: Counter Extremism Project (CEP)’s Radicalization, Rehabilitation, Reintegration, and Recidivism (4R) Network, Counseling and/or treatment to support re-entry, Life after Hate

Understanding the Factors That Influence Violence: The Social-Ecological Model

- Societal
- Community
- Relationship
- Individual
CP3 Mission: Prevention

Building Partnerships and Trust
- Conducting stakeholder engagement and convening prevention-focused networks in communities

Increasing Awareness
- Delivering awareness briefings

Instituting Intervention Programs
- Supporting development or enhancement of local intervention programs

Re-Entry
- Specialized correctional programming and access to local prevention programs

Disruption
- Investigations and arrests

Prevention

Corrections, Probation, Parole

Law Enforcement, Procurement
Training

CP3 provides training to help stakeholders understand the basics of targeted violence and terrorism prevention, including the behavioral threat assessment and management approach.

CP3 provides information to community members that integrates the latest in behavioral science through our trainings:

- Community Awareness Briefing (CAB)
- Behavioral Threat Assessment and Management (BTAM)

CP3 also partners with the Federal Law Enforcement Training Center to develop and deliver Law Enforcement Awareness Briefings (LAB) that are tailored for federal, state, and local law enforcement officers.

Learn More:
- Request a CAB.
TVTP Grant Program

In FY20, FY21, and FY22, CP3 funded a total of $50 million in programming to 87 recipients through the Targeted Violence and Terrorism Prevention (TVTP) Grant Program to address five priority areas:

• Implementing prevention capabilities in small- and mid-sized communities;
• Advancing equity in awards and engaging underserved communities;
• Addressing online aspects of targeted violence and terrorism;
• Preventing domestic violent extremism;
• Enhancing local threat assessment and management capabilities.

Learn More: dhs.gov/tvtpgrants
Field Operations Staff

CP3 Regional Prevention Coordinators (RPCs) are located across the country and provide support by convening prevention practitioners, training community members, and connecting DHS resources to local prevention efforts.

Learn More: cp3field@hq.dhs.gov
Prevention Resource Finder (PRF)

A comprehensive web repository of federal resources available to help prevent acts of targeted violence and terrorism.

Educators, faith-based organizations, law enforcement, behavioral health providers, and communities across the country have access to:

- Resources
- Trainings
- Research
- Guidance materials
- Violence prevention funding opportunities

Learn More: dhs.gov/prevention
Whom Should We Contact?
Let Us Know.

Are you aware of any other people or groups we should contact that are undertaking related work in this field or using similar methods to address a societal problem?

Do you know of any other existing prevention and intervention programs we can connect with that are designed to stop violence or promote community resilience?

Examples include:

• Violence prevention programs
• Suicide prevention programs
• Behavioral threat management programs
More CP3 Information

• Website: dhs.gov/cp3

• CP3 Field Requests: CP3Field@hq.dhs.gov

• TVTP Grants Information: dhs.gov/tvtpgrants

• Prevention Resources: dhs.gov/prevention

• Subscribe to the CP3 Listserv: public.govdelivery.com/accounts/USDHS/subscriber/new
The Psychology of Hate

Jeff Schoep
President and Founder
Beyond Barriers USA
From a Loving Home to Hate Group Leader

No one joins these movements saying, “You know what? I’m going to be the bad guy.”

- Personal draw to the movement was a family history in World War II.
- Anyone can be recruited into these movements—not just those with traumatic life experiences.
Recruitment

- Extremist movements will twist ANY narrative to their own advantage for recruitment.
- Extremists feed off political strife and polarization.
- Public demonstrations particularly ones with confrontations boost overall moral and recruitment.
- News coverage – free advertising.

Methods

- **IRL Activism**: Flyers, Banner Drops, Stickering, Rallies, Public Demonstrations
- **Video Games**: utilized to recruit and gain interest (Roblox)
- **Music**: Various genres
- **Social Media**: (TikTok, Instagram, Reels, YouTube Reels)
  - Short propaganda clips for short attention spans
  - Memes
- **Telegram**
- **Forum & Chat Platforms**
Echo Chambers

- Hate is fostered and developed
- Feeds off fear
- Confirmation bias
- Cult-like mentality
- Increased isolation further radicalizes
- Reciprocal radicalization
- Political polarization
The Journey Out

Engaging in *dialogue* and *experiencing interpersonal relationships* with those I vilified helped me to see the humanity in others.

- Hate is learned and can be unlearned
- Reconnecting with humanity

*Image credit: Accidental Courtesy, 2016*

*Image credit: White Right: Meeting the Enemy, 2016*
Finding Common Ground

• “Set differences aside for a moment—not to bury them or pretend they don’t exist. Look for what you can do that doesn’t involve those differences.”

• Share life experiences.

Image & quote credit: The Bathwater Brigade
Listen

• “When we argue with people, sometimes we’re just thinking of what we’ll say instead of listening.”

• “If you want them to listen to you, you should do the same and show how it’s done.”
Relational Dialogue

- Dialogue
- Kindness
- Empathy
- Compassion

Working for Youth Justice and Safety

ojjdp.ojp.gov
Beyond Barriers USA

Beyond Barriers provides a humanistic and holistic approach to neutralizing and preventing violent extremism.

Image credit: BeyondBarriersUSA.org
The Psychology of Conspiracy Theories and Its Influence on Hate

Peter I. Collins
Associate Professor
Division of Forensic Psychiatry
University of Toronto
What Makes a Conspiracy Theory? (Part 1)

- Proposed or rumored
- Plot
- Carried out in secret
- Usually by a powerful group of people or person
What Makes a Conspiracy Theory? (Part 2)

• In pursuit of a sinister goal
• May explain an important event (Princess Diana was murdered by MI6)
• Evolve independently (Earth is flat)
• Serve to further a goal (Obama birtherism)
What Makes a Conspiracy Theory? (Part 3)

• Conspiracy theories have always thrived during times of crisis and social upheaval.

• It is unclear if the last 3 years or last decade have been more conspiracy-prone than the past.

• Social media is a game changer.
COVID-19 (Part 1)

• Bill Gates artificially created the coronavirus so Jewish organizations and pharmaceutical companies could profit from the vaccine or use the vaccine to implant people with microchips.

• The coronavirus is an effect of the 5G network.
COVID-19 (Part 2)

• The coronavirus is a fabrication of the government to gain more control of the citizenry.

• The coronavirus is being spread (along with other poisons) from the “chemtrails” emitted from airplanes as part of a government plot.
COVID-19 (Part 3)

- Isolated and feeling trapped at home and displaced from supports
- Heightened fear/anxiety regarding the pandemic and leadership rhetoric
- On social media 24/7
- Continued stream of updated (contradictory) information as real-world situations evolve
COVID-19 (Part 4)

- People becoming less trustful of science and scientists
- Newer conspiracy theories build on legacy theories
- Amplified by influencers and malign actors
- Immune to evidence and resilient to reasoned contradiction
Those More Likely To Endorse Unfounded Conspiracies:

• Younger
• Less formal education
• Lower status due to income
• Narcissism, both individual and group
Exposure to Conspiracy Theories

- Exposure to conspiracy theories decreases trust in government, even if the conspiracy theories are unrelated to government bodies.
- Exposure also causes disillusionment with politicians and scientists.
Parallel Growth in Denialism

• Vaccines cause autism.
• The Holocaust never occurred or is greatly exaggerated.
• AIDS does not exist or is unrelated to HIV.
• Anthropogenic (caused by humans) climate change is a myth.
Psychology of Conspiratorial Believing

- Epistemic (need for knowledge and certainty)
- Existential (need to feel safe and secure)
- Social (need for a positive image of self and one’s group)
- Conspiratorial believing is generally ineffective at promoting these needs.

Sources: Douglas, Sutton, and Cichocka, 2017; Lewandowsky, Oberauer, and Gignac, 2013; Tetlock, 2002; Graeupner and Coman, 2017
Conspiracy Theories

• All the above theories persist and even grow despite the mounting scientific or historical evidence to the contrary.

• Central to this argument is that “the truth” is being suppressed, usually by the government.

• Conspiratorial beliefs are characterized by being hyper-skeptical of all information that does not fit the theory, overinterpreting evidence that supports a preferred theory, and inconsistency.
Social Media

• Social media has created a world in which any individual can potentially reach as many people as mainstream media can.

• The lack of traditional gatekeeping is one reason why misinformation spreads farther and faster online than true information.

Source: Soroush, Roy, and Aral, 2018
Conspiracy Theories Online

• Individuals who feel powerless or vulnerable are more likely to endorse and spread conspiracy theories.

• This is evident in online forums where people’s perceived level of threat is strongly linked to endorsing conspiracy theories.

Source: Lewandowsky and Cook, 2020
Proportionality Bias

• Proportionality bias is the idea that large significant events must have large significant causes.

• It allows an individual to cope with events that they perceive as incomprehensible.
Proportionality Bias – The Death of Princess Diana

• Although there was an explainable cause (the driver of the vehicle she was a passenger in was intoxicated), a conspiracy theory satisfies the need for a “big” event to have a big cause.

• British intelligence assassinated Princess Diana at the request of the royal family.

Source: Franks, Bangerter, and Bauer, 2013
Attribution Bias or Attribution Error

• A tendency to overestimate the effect of dispositional factors, especially to understand the intentions of others.

• When an event occurs, we are much more likely to attribute it to some intentional, internal motive than to circumstance or happenstance.
Confirmation Bias

• Confirmation bias is where beliefs and ideas that are consistent with one’s own ideas tend to be reinforced while alternative ideas are downplayed or ignored.

• Individuals will become attached to their beliefs and search for (or interpret) information in ways that confirm their beliefs or preconceptions.

Believing in Conspiracy Theories

• Individuals want to believe in conspiracies because they will explain events that are highly unlikely.

• Conspiracies can serve as a coping mechanism to help people handle uncertainty.

• There is also a narcissistic component to conspiracy beliefs.
  – Believers will consider themselves part of a select in-group that, unlike the deluded masses, has figured out what’s really going on.
COVID Vaccine Conspiracy Theories

• Subterfuge for injecting tracking devices into recipients.
• Vaccines cause disease or sterilization.
• Vaccine are for profiteering, world domination, or selective mass murder.
COVID Vaccine Conspiracy Theories: How and Who

• Built on a legacy of anti-vax conspiracies
• Use of social media
• Exploitation of witting or unwitting influencers
• Russia/China influence campaigns, domestic anti-vaccine activists, and/or domestic COVID conspiracy theorists and others
COVID Vaccine Conspiracy Theories: The Threat

• Hackers disrupt the supply chain
• Vandalism of vaccine storage locations
• Doxxing and violence toward scientists and healthcare professionals
• Oppositional believer violence
• Incitement aplenty
Study: COVID Vaccine Conspiracy Theories

• A 2020 Canadian Medical Association Journal (CMAJ) study stated that almost 1 in 10 Canadians surveyed believed Bill Gates is using the pandemic to push a vaccine with a microchip capable of tracking people.

• An alternative theory is that the chip controls thoughts.

• There have been QAnon and 5G flags at anti-mask rallies.

Source: Hapuhennedige, 2020
Facebook and Vaccine Conspiracy Theory

• There are 3 billion Facebook users.

• 100 million users, who express any view on vaccines, are partitioned into highly dynamic, interconnected clusters across cities, countries, continents, and languages.

• Although smaller in overall size, anti-vaccination clusters manage to become highly entangled with undecided clusters in the main online network, whereas pro-vaccination clusters are more peripheral.

• There is a prediction that anti-vax views will continue to grow faster than pro-vax views and will be the dominant view on Facebook in 10 years.
Twitter Study on the Spread of False Information

• False news stories are 70% more likely to be retweeted than true ones.

• True stories take approximately 6x longer to reach 1,500 people than false stories.

• In Twitter “cascades,” or unbroken retweet chains, falsehoods achieve a cascade depth of 10 approximately 20x faster than facts.

• Falsehoods are retweeted by unique users more broadly than facts at every depth of cascade.

Source: Soroush, Roy, and Aral, 2018
Thank You

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References (Part 1)


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**OJJDP**  Working for Youth Justice and Safety

ojjdp.ojp.gov
References (Part 2)


Preventing Youth Hate Crimes
Virtual Symposium

It Ends with Me: Identifying and Confronting Religious-Based Hate and Identity-Based Bullying: Antisemitism and Islamophobia

October 17, 2023
Understanding and Addressing Islamophobia: Implications for Preventing Hate Crimes and Religious-Based Bullying of Muslim Youth

Marwa Abdalla
Researcher and University Educator
Doctoral Candidate, University of California San Diego
Outline of Today’s Session

• Why are we here today?
• Who are American Muslims?
• What is Islamophobia?
• Why is there so much Islamophobia?
• How can we address it?
• Questions
Why Are We Here Today?

• 55% of Muslim students have reported that they have been bullied because of their religion—twice the national average.
  – Isolation, rejection, exclusion, and despair, as well as depression and anxiety.

• More concerning is that 1 in 4 of those incidents was by schoolteachers, administrators, or staff.

• Between 2016 and 2017, there was a 91% increase in hate crimes against Muslims.

Sources: Mogahed and Chouhoud, 2017; Mogahed and Ikramullah, 2022
Bullying Prevention Infographic, The Family and Youth Institute
Facts about bullying, stopbullying.gov
Why Are We Here Today? (Part 2)

“They call me a terrorist and when I get frustrated they say, ‘you’re going to bomb us,’ and laugh.”

Source: CAIR, 2018
“I was on the school bus and this...random guy...he was like ‘Go back to your country you f-ing Afghan’... I felt horrible, I felt really bad, I mean I was only in 7th grade, what am I going to do? ... And I wish that... all Muslims including me could stand up, because I think that then we can really show America that we’re not a bad religion. We don’t teach violence; we teach tolerance.”

Source: Seward and Khan, 2016
“A Muslim student recalled how a Social Studies teacher who was talking about the Middle East once said, ‘This is the region of peace haters.’ This greatly embarrassed the student and he began fearing that his non-Muslim peers would have the same ‘peace-hating’ impression of him.”

Source: Sabry and Bruna, 2007

Source: CAIR, 2018
“I’ve just blocked that day out. All I can remember was walking down the hall and hearing a boy yell, 'The Mozlems are gonna be rounded up now!' Then kids started snickering and chanting, 'Make America great again!' I didn’t look up, I just ran and hid in the bathroom before anyone could see me cry. No one came to help me. No one told them to stop. No one did anything about it. I don’t feel safe there (at school). You can’t make me go back there.”

Source: Tahseen et al., 2023
American Muslim Poll

• Nationally representative survey of Muslims, Jews, Protestants, white Evangelicals, Catholics, and non-affiliated Americans
Muslims Remain the Most Likely to Report Religious Discrimination

How often, if at all, have you experienced discrimination in the past year because of your religion? (% any experience shown)

(Mogahed and Ikramullah, 2022)
Who are American Muslims?

Photo Credit: Muslims for American Progress (2017)
Are you of Hispanic origin or background? Do you consider yourself White, Black or African American, Asian, Arab, Native American, Pacific Islander, mixed race, or some other race? Base: Total Muslim respondents, 2017
History of Muslims in the United States

- 1.2 million Muslims were forcibly brought to the Americas during the trans-Atlantic slave trade.
- A 2023 Pulitzer Prize-winner, *Omar* is an opera by Rhiannon Giddens based on the autobiography of an enslaved Muslim man, Omar Ibn Said, who lived in Charleston, South Carolina in the 19th century.
Most Muslims are U.S. Citizens by Birth or Naturalization

![Bar chart showing percentage of Muslims, Jewish, Catholic, Protestant, Non-Affiliated, and General Public who are U.S. citizens by birth or naturalization.]

Were you born in the United States, or not? Base: Total respondents, 2017
Are you a citizen of the United States, or not? Base: Total respondents who were not born in the U.S. or don’t know/refused to say if they were born in the U.S., 2017 (% Net born in the U.S. or a U.S. citizen shown)
Half of American Muslims are Born in the U.S.

Were you born in the United States, or not? Base: Total respondents, 2017;
Are you a citizen of the United States, or not? Base: Total respondents who were not born in the U.S. or don’t know/refused to say if they were born in the U.S., 2017
Muslims are America’s Youngest Faith Community

Figure 1. What is your age? Base: Total respondents, 2022.
Muslim Youth Face Indirect and Direct Forms of Bullying Related to Islamophobia

“I am proud of my religion, but that is a lot of pressure, to try to present it and get everything right in front of everyone.”

Source: Dupper, Forrest-Bank, and Lowry-Carusillo, 2015
What is Islamophobia?

- “Exaggerated fear, hatred, and hostility toward Islam and Muslims that is perpetuated by negative stereotypes resulting in bias, discrimination, and the marginalization and exclusion of Muslims from America’s social, political, and civic life.” (Ali et al., 2011).

- “A type of racism that targets expressions of Muslimness or perceived Muslimness” (All Party Parliamentary Group on British Muslims, 2018: 11)
The “Orient,” a vast geographical region, became the stand-in for Europe’s “other”—a community that is different and inferior.
According to an analysis of 18th and 19th century French and British political tracts, literature, and academic work:

- “The Orient helped define Europe (or the West) as its contrasting image, idea, personality, experience.”
- “Knowledge” of the “Orient” helped justify asymmetrical power relations, colonialism, and imperialism.

Sources: Beydoun, 2018; Said, 1978; Sheehi, 2011
Orientalism and the Roots of Islamophobia

### The “West” constructed as:
- Civilized
- Familiar, “normal”
- Progressive
- Heterogeneous, diverse
- Dynamic
- Democratic
- Masculine
- Logical, rational
- Hard working
- Heteronormative
- Restrained

### The “East” constructed as:
- Uncivilized
- Exotic, “strange”
- Traditional
- Monolithic
- Static
- Despotic
- Feminine
- Emotional, irrational
- Lazy
- Deviant, sexually perverse
- Prone to violence
Bonaparte Visiting the Plague Victims of Jaffa (1804) by Antoine-Jean Gros
Orientalism in Film

• *The Sheik* (1921)

• *The Barbarian* (1933)

• Muslims as foreign, exotic, and sometimes barbaric, though not necessarily threatening to U.S. national security.
1970s Onward

• Shift from inferior “others” to violence-prone threats and villains
• *Covering Islam*, Edward Said (1981)
• *Arabs and Muslims in the Media: Race and Representation After 9/11*, Evelyn AlSuntany (2012)
• *Tolerance and Risk*, Mitra Rastegar (2021)
Demonization of Muslims in the U.S.

Muslims are the most demonized group in U.S. social and political discourse.

- The majority of Americans say they do not know a Muslim.
- For many of these Americans, what they know about Muslims comes from news and popular media representations.
- However, according to media content analysis, more than 80 percent of television media coverage of Islam and Muslims in the United States is negative.
- 25-year analysis: Islam is portrayed more negatively in *The New York Times* than cancer and cocaine.

**Source:** ACMCU, 2013
Negative Media Portrayals of Islam and Muslims (Part 1)

Muslims as a monolith: bad “terrorists” by default or few exceptions helping to root out terrorists
Muslim-perceived perpetrators of violent plots receive **770%** more media coverage than other defendants.

(ISPU, 2018)
Negative Media Portrayals of Islam and Muslims (Part 3)

- Studies suggest the association between terrorism and Muslims is so strong that even terrorism cues with no direct reference to Muslims can activate anti-Muslim stereotypes (Park, Felix, and Lee, 2007) and increase implicit bias toward individuals perceived to be Muslim (Saleem and Anderson, 2013).
Most American Terrorist Fatalities are at the Hands of White Supremacists

- The majority of American fatalities at the hands of extremists are from right-wing terrorists.
- Law enforcement agencies ranked anti-government extremists as a greater threat than militant who purport to act in name of Islam.

Source: Kurzman, 2015
Why is There So Much Islamophobia?

- Islamophobia has become big business.
- There is an extensive “Islamophobia industry” with a total revenue capacity of at least $1.5 billion between 2014 and 2016.
- What does this industry look like?
  - Anti-Muslim pundits, bloggers, social media personalities, think tanks perpetuating anti-Muslim stereotypes

Sources: Ali et al., 2011; CAIR, 2019
Muslims Most Likely To Reject Military Attacks On Civilians

Some people think that for the military to target and kill civilians is sometimes justified, while others think that this kind of violence is never justified. Which is your opinion? (% Never justified shown) Base: Total respondents
Muslims, Jews, Non-affiliated Most Likely To Reject Individual Attacks On Civilians

Some people think that for an individual or a small group of people to target and kill civilians is sometimes justified. Which is your opinion? (% Never justified shown) Base: Total respondents
How Can We Address It? (Part 1)

• Learn about the prevalence of Islamophobia.
• Incorporate identity-based bullying and discrimination into your school’s bullying policy and explicitly mention protected groups.
• Train staff to recognize and respond appropriately to religious-based bullying.
• Check in with and support students who appear to be struggling.
  – Increased: depression, anxiety, stress, crying, acting out, self harm
  – Decreased: physical health, connection to society, feelings of belonging, academic performance, school attendance and connectedness
How Can We Address It? (Part 2)

• Discuss popular and news media portrayal of different groups.

• Teach critical media skills.

• Provide resources on Islam and Muslims to increase cultural competency of teachers, students, and other parents.

• Educate staff and students on students’ various cultural, racial, and religious identities, which can result in bullying experiences.
The Institute for Social Policy and Understanding (ISPU)

• A national research and education organization founded in 2002
• Headquarters in Washington D.C. and Michigan
• The only national organization conducting original research focused on Muslim communities
• Toolkits, educational materials, resources, publications, available at www.ispu.org
The Family and Youth Institute (FYI)

• Focused on four areas of research that directly influence the production and dissemination of educational materials and workshops:
  – Youth
  – Marriage
  – Parenting
  – Mental Health and Well Being

• FYI Bullying Prevention Toolkit
• http://www.thefyi.org
Thank You!

Please stay in touch:
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[Department Profile Page](ojjdp.ojp.gov)
mabdalla@ucsd.edu
References (Part 1)


References (Part 3)


• The Runnymede Trust. 1997. *Islamophobia: A Challenge for Us All*.


References (Part 4)


• Tahseen et al. (2023). *Family and Youth Institute Bullying Report*. Family and Youth Institute.
Understanding Contemporary Antisemitism

Rick Eaton
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Simon Wiesenthal Center
reaton@wiesenthal.com
www.wiesenthal.com
digitalhate.net
What Do These People All Have in Common?
# Religion in the United States


<table>
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<tr>
<th>Religion</th>
<th>2018/19 %</th>
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<td><strong>Christian</strong></td>
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<td>Sample size – 12,738</td>
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Hate Crime Offenses Motivated by Religious Bias

- Anti-Jewish: 50.4%
- Anti-Sikh: 11.1%
- Anti-Islamic (Muslim): 10.5%
- Anti-Catholic: 5.9%
- Anti-Protestant: 2.5%
- Anti-Multiple Religions, Group: 2.9%
- Anti-Other Religion: 4.9%
- Anti-Church of Jesus Christ: 1.1%
- Anti-Jehovah’s Witness: 0.2%
- Anti-Buddhist: 1.8%
- Anti-Hindu: 0.9%
- Anti-Eastern Orthodox (Russian, Greek, Other): 3.4%
- Anti-Atheism/Agnosticism: 1.1%

1,690 hate crime offenses motivated by religious bias: % overview
Source: FBI Hate Crime Statistics 2021 (Supplemental)
“Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.”

International Holocaust Remembrance Alliance

Mortal Enemy of Christianity
by Zbigniew Kowalewski
Poland, 1943
Historic Overview
Jewish People as Christ Killers

Artist unknown, *Execution of the Faithful* (c.1250), illustration in Bible Moralisée

Yeshiva University, New York 2017
Jewish People as Spreaders of Disease

14th-century French woodcut, depicting a Jew poisoning a well

17th-century painting of the massacre of 2,000 Jews of Strasbourg (Austria), accused of causing the Black Death by poisoning wells.
Blood Libel

• Accusations that Jews use the blood of Aryan children in the making of Passover Matzoh

• Variations:
  – Harvesting of organs
  – Jews are behind incidents of child trafficking (QAnon)
The Protocols of the Elders of Zion: Antisemitic Hoax

Patriotic Publishing Company of Chicago, Illinois, 1934
Contemporary Manifestations of Antisemitism
COVID-19

Screenshots from various Telegram messenger channels, 2020
Holocaust Denial

Within five minutes, any intelligent, open-minded person can be convinced that the Holocaust gassings of World War II is a profitable hoax. #Holocaust #holohoax
#Holocaustianity

Holocaust Revisionism For Beginners
Within five minutes, any intelligent, open-minded person can be convinced that the Holocaust gassings of World War II is...
https://www.bitchute.com/video/wF8k09K3yw/
This meme accusing Jews of being responsible for the 9/11 attacks was posted to the Merchant Memes Telegram feed. The memes on the feed feature the image of a greedy Jew rubbing his hands in delight and being responsible for 9/11 and most of the ills of the world.
Jewish COVID Agenda

Flyers distributed in neighborhoods around the U.S.
Online Hate—Real World Consequences

Jaime Tran

“On or around November 25, 2022, TRAN emailed dozens of former classmates at the same dental school. TRAN wrote: ‘That Persian/Iranian Jew of the Class of 2020 made up a fake, bs disease (COVID) and based it on the anesthesia incident that I had with [J.M.] and [J.S].’

TRAN included a photograph of a flier reading ‘EVERY SINGLE ASPECT OF THE COVID AGENDA IS JEWISH.’ The flier listed various government officials and the word ‘JEWISH’ written next to the name of every official.”

October 2022

Revelation 3:9 “Behold I will make them of the synagogue of Satan”

John 8:44 “Ye are of your father the devil and the lusts of your father ye will do. He was a murderer from the beginning, and abode not in the truth because there is no truth in him.”
Out of the Mouth of Kanye

“I’m a bit sleepy tonight but when I wake up I’m going death con 3 on JEWISH PEOPLE. The funny thing is I actually can’t be antisemitic because black people are actually Jew also. You guys have toyed with me and tried to black ball anyone whoever opposes your agenda.”

“The Jewish media has made us feel like the Nazis and Hitler have never offered anything of value to the world.”

Posted a Nazi swastika inside of a Star of David

“Jewish people, forgive Hitler today.” *

*Interview with Proud Boys founder Gavin McInnes (12/6/22)
Revelation 2:9 and 3:9

- I know thy works, and tribulation, and poverty, (but thou art rich) and I know the blasphemy of them which say they are Jews, and are not, but are the synagogue of Satan (Revelation 2:9, KJV).

- In addition to its sufferings, the church at Smyrna experienced poverty. Likely Rome had confiscated the Christians’ property and goods. However, Jesus says they are rich. They had treasure in heaven! The believers at Smyrna were under attack not only from Rome but also from militant apostate Jews and from the Devil himself. Jesus called this particular group “a synagogue of Satan.” This reference is very specific; Jesus is not referring to all Jews, or all synagogues, but only to a specific faction which apparently plagued the churches of both Smyrna and Philadelphia (Revelation 3:9).

Source: bibleref.com
Black Hebrew Israelites
Unite the Right Rally Torch March
Charlottesville, Virginia
August 11, 2017

• “You will not replace us”
• “Jews will not replace us”
• “One People, One Nation, End Immigration”
• “Blood and Soil”
Pittsburgh Attack: Tree of Life Synagogue

Robert Bowers' final posting on Gab before the Pittsburgh Synagogue attack, October 2018.

Hebrew Immigrant Aid Society (HIAS)

Robert Bowers’ final posting on Gab before the Pittsburgh Synagogue attack, October 2018.
Make Jews Afraid Again—Gab

- This image was uploaded to Gab by a New Zealand user known as “Danton”, with over 1,600 followers.

- He operates a Gab group titled “Black Sun Art” where he shares original propaganda promoting neo-Nazism, antisemitism and white supremacy.

- This image uses a still from archival footage of the Nazi takeover in Austria in 1938, showing a Jewish-owned café vandalized with antisemitic graffiti in Vienna. “Danton” added the caption “Make Jews Afraid Again”, encouraging followers to target Jewish people as Nazi Germany did when antisemitic violence was sanctioned during the 1930s, leading to the genocide of 6 million Jews during the Holocaust.

- This image has been reposted on Gab at least 12 times.
Mainstreaming Hate
Roblox

- Roblox is an amateur game-maker/player system for Xbox, PC, tablets, and smartphones.
- Gaming platform rated “Everyone 10+”
  - Target audience 12 and under

Roblox.com
Roblox Recreations

Tree of Life Synagogue Recreation – 11 Dead
TikTok—Columbine Perpetrators

- There are numerous accounts on TikTok glorifying and romanticizing the perpetrators of the Columbine High School shooting in April 1999.
- Dylan Klebold and Eric Harris murdered 12 students and one teacher in a mass shooting in Colorado, USA.
- There are many TikTok accounts using the nicknames that the perpetrators used, such as Reb and Vodka. Many accounts share videos with images and footage of the perpetrators, with some users claiming to be in love with them.
- Although many of these accounts state they do not support the acts committed by the perpetrators, the videos glorify the violence and atrocities committed during their attack and include tributes to other mass shooters.
TikTok—Brenton Tarrant

- There are numerous TikTok profiles using Brenton Tarrant’s image as a profile image and sharing videos of his attack.
- In 2019, Tarrant murdered 51 Muslims in two mosques in Christchurch, New Zealand, which he livestreamed to Facebook.
- Despite TikTok's ban on glorifying extremists, many profiles use the same photo of Tarrant, or pictures depicting him as a saint.
- TikTok bans searching "Brenton Tarrant", but many use his name or variations of his name, sometimes with numbers, as profile usernames. Others refer to him as "Saint Tarrant". Some profiles take quotes from his manifesto, *The Great Replacement*. 
Hate on Spotify

Anne franks hide and seek party

Anne Frank’s Gas

Auschwitz shower party
The Noticing

"The Noticing" is a hashtag and meme often used on Twitter to promote antisemitism. The phrase references the nefarious antisemitic conspiracy that a cabal of Jewish elites allegedly control society, but only those non-Jews who have taken a "red pill" and woken up to this reality will "notice" their influence.

The use of this hashtag appeared to surge on Twitter in October 2022, when Ye (Kanye) West made numerous public antisemitic rants. West charged that Jews had sabotaged his contracts and bank services because of his statements as part of a broader Jewish conspiracy to silence him.

Many of the tweets using the hashtag or memes promoted overt antisemitic tropes and conspiracies, blaming Jews for issues including pedophilia and sex trafficking.

The hashtag is still being utilized as of February 2023.
Andrew Anglin—Twitter

• In December 2022, neo-Nazi Andrew Anglin's Twitter account was reinstated, during a wave of account "un-bans" by Twitter's new CEO, Elon Musk.

• Anglin is an American neo-Nazi who operates *The Daily Stormer*, an antisemitic, white supremacist, neo-Nazi online webzine. *The Daily Stormer* takes its name from the Nazi antisemitic propaganda publication, *Der Stuermer*.

• Anglin is currently in hiding outside the U.S., owing $14 million in damages to a Montana resident for antisemitic harassment.

• Since being reinstated, Anglin has amassed approximately 11,000 followers.
Europa—The Last Battle Telegram

• “Europa-The Last Battle” is a Telegram group with upward of 4,000 registered members.

• Named after the controversial revisionist film of the same name, the group is ideologically Nazi and anti-Communist.

• The site is associated with another Telegram channel, “Europa the Last Battle Activism.”

• The group is rife with rhetoric and imagery that attempts to deny the genocide of 6 million European Jews.

• The group links to a website bearing the same name that attempts to link together like-minded individuals.
Europa: The Last Battle Documentary

- *Europa: The Last Battle* is a 12-hour antisemitic so-called documentary about WWII and the Holocaust, under the guise of historical revisionism.

- The popular Internet Movie Database (IMDb) hosts a page for the documentary. It has received over 1,200 reviews and receives a 7/10 rating.

- A user ("Apu Apujasta") has written a "storyline" for the documentary, claiming it shows the "true events surrounding World War 2 that you were never taught in history class."

- IMDb permits *Europa* to be listed as a documentary, providing a veneer of legitimacy alongside other mainstream productions. IMDb also recommends other so-called documentaries promoting antisemitism and white supremacy, such as *Adolf Hitler: The Greatest Story Never Told* and *Marching to Zion.*
William Luther Pierce–Archive.org

- William Luther Pierce was and remains a principal figure to the white nationalist movement.
- His pseudonym, Andrew MacDonald, was used to author two books about fomenting a race war, *The Turner Diaries* and *Hunter*.
- *The Turner Diaries* was the inspiration for acts of domestic terrorism by white nationalists and neo-Nazis, including the 1995 Oklahoma City bombing. *The Turner Diaries* depicts a violent revolution in the U.S., including the eradication of non-whites. Pierce was an American physicist, neo-Nazi and leader of the National Alliance. Although he passed away in 2002, his impact lives on.
- Archive.org is a non-profit digital archive created in the hopes of digitizing and archiving the Internet and literature of all genres. It was created for the purposes of providing digital access to the public. The archive is being abused by extremist groups through their uploads of extremist content.
Iron March—Archive.org

• The now defunct “Iron March” was a neo-fascist far-right web forum. Its material has been uploaded to Archive.org. Iron March was created by Russian militant neo-Nazi Alisher Mukhitdinov. The forum’s userbase included violent militaristic and accelerationist neo-Nazi groups, like the Atomwaffen Division, National Action and the infamous Terrorgram Collective.

• Various iterations of the book *Siege* were included as uploads to the original Iron March forum. *Siege* was written by Charles Manson associate James Mason, a militant neo-Nazi. *Siege* embraces the ideological belief that government, Jews and capitalists are acting against white interests. *Siege* encourages sabotage and guerrilla warfare to accelerate the collapse of government.

• Terrorgram Collective is a networked neo-fascist group that promotes accelerationism, providing access to manifestos and instructions to commit racially motivated violent crimes and attacks on government and other infrastructure.

• Archive.org is being abused by extremist groups who upload offensive and dangerous terrorist and extremist material.
Accelerationism

• Begun with Atomwaffen Division
• Based on the principles of *Siege*
• Accomplish your goals by any means necessary
• Destroy the existing system with the goal of rebuilding as an Aryan model society
Combat Hate Workshop Development

Four Research Lenses:

• Media Literacy
• Digital Citizenship
• Bystander Approach
• Empowerment Model
Contact – Rick Eaton

www.digitalhate.net
reaton@wiesenthal.com

Simon Wiesenthal Center Reports