CCJS 225
RESPONSES TO VIOLENCE

SPRING 2016
Sec: 0201
TuTh 3:30pm - 4:45pm
LEF 2166

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E-mail through Canvas/Elms only

Course Description
This course will examine the phenomenon of violence in society as well as the formal and informal reactions it receives. We define violence as the interpersonal, organizational, or politically oriented violations perpetrated against other individuals or groups, and we use a comprehensive, interdisciplinary, and multifaceted framework to explore its roots, prevalence, causes, and effects. Whereas most emphasis will be placed on specific forms of violence that plague contemporary society, such as terrorism, gender violence, mass shootings, sports aggression, child abuse, state abuse of power, and war, the course is designed to speak to Steven Pikner’s contention that, historically speaking, today we “may be living in our most peaceable era in our species’ existence.”

Is that true? No and yes. No, because violence remains a leading cause of death, disability and health care use in the U.S. and worldwide. Individuals, families, and communities affected by violence are often irreparably harmed. Yes, because significant progress has been made in the last few centuries: we don’t stone people to death and we don’t burn witches on the stake...well, at least not most of the time, in most places. Why is that? Why is the world collectively less violent than it was in the Dark Ages? Is it possible that our reaction to violent events has contributed to its decline, and what needs to be done so that this declining trend ensues and does not reverse? This semester will invite and challenge you to explore these questions from a number of angles. In doing so, you will be encouraged to interrogate legitimate violence (war, policing, and self-defense), particularly the raced, gendered and classed processes through which violence becomes legitimated versus criminalized. In discussing violent crime, you will be encouraged to explore how both exceptional as well as everyday violent victimization manifest to or maintain hierarchical structures of social exclusion and inequality. Last, you will be introduced to a new, alternative paradigm of conflict resolution that is theorized and advocated by the school of Peacemaking Criminology; you will juxtapose its
philosophical basis, its principles, and its practices with contemporary reactions to violence, and assess its effectiveness in reducing harm.

In this course students will be encouraged to discuss, explore, explain, but also protest violence, using writing, professional literature, art, but also their own experiences, and creativity. Student engagement through writing, participation and collaboration is of utmost importance to this course, and you will be given several opportunities to do so throughout the semester.

**TEXTS**

2. Additional Required Readings provided on ELMS.

**COURSE COMMUNICATION**

Consider the UMD based Canvas system the best course communication tool in our arsenal. Please make certain that you have access through ELMS (http://elms.umd.edu) and that the email listing you have attached to this account is active and routinely monitored. Please try to always email me through it (if you are unable or forget to do so, then at least make sure to include CCJS 105 & section number in the subject line and sign your name on ALL emails sent to atosouni@umd.edu).

I will be using ELMS to post the syllabus, brief lecture outlines, grades, and any relevant communication. I suggest that you check the course website frequently so that to not miss important updates and/or urgent messages.

Twitter will also be used at various points in the course (which I will announce in class) in order to supplement communication among students and professor. If you already have a Twitter account, you may use it, as long as I can determine who you are from your handler, otherwise, I suggest you open a new/additional account, strictly for course purposes. You may, but are NOT required to follow me @DrAnastasiaT. You will engage in participation through Twitter via various hashtags (which I will also announce in class).

**COURSE ASSESSMENT**

Each student is expected to attend class regularly, complete the assigned readings, and participate in class discussion. Failure to attend class or do the required readings before each class will diminish your chances of success in this course. On the other hand, attendance and participation in class discussion will increase your chances of receiving a satisfactory grade.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm examination</td>
<td>15%</td>
<td>Thursday 03/10</td>
</tr>
<tr>
<td>Final examination</td>
<td>20%</td>
<td>See Finals’ Schedule</td>
</tr>
<tr>
<td>Progress Paper I</td>
<td>5</td>
<td>03/03</td>
</tr>
<tr>
<td>Progress Paper II</td>
<td>5</td>
<td>03/31</td>
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<tr>
<td>Progress Paper III</td>
<td>5</td>
<td>04/14</td>
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<tr>
<td>Final Paper</td>
<td>20%</td>
<td>05/03</td>
</tr>
<tr>
<td>Presentation</td>
<td>15%</td>
<td>Last 3 days of class</td>
</tr>
<tr>
<td>Participation</td>
<td>15%</td>
<td>N/A</td>
</tr>
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</table>

Course grades will be based on the following grading scale:

- A+ = 97-100%
- B+ = 87-89.9%
- C+ = 77-79.9%
- D+ = 67-69.9%
- A = 92-96.9%
- B = 82-86.9%
- C = 72-76.9%
- D = 62-66.9%
- A- = 90-91.9%
- B- = 80-81.9%
- C- = 70-71.9%
- D- = 60-61.9%
- F = below 60%
Exams: The midterm exam will test students on material covered during the previous portion of the course. Students will be held responsible for all assigned readings, lecture materials, as well as class discussions. Both exams will consist of multiple choice and true/false questions. The final exam may be cumulative.

There will be NO make-up exams, unless extreme circumstances (e.g. illness) arise, and ONLY after your instructor’s permission (please see “Missed Assignments” policy below for more details).

Term Paper: As mentioned in the course introduction above you will write a paper that addresses a type of violence that plagues us today by learning as much as you can about it and proposing a strategy that will reduce or eliminate it. In order to assure that you put much thought into each component of this project, it will be broken into three progress reports that you will turn in on specific due dates, for which we will grade and give feedback. You will then combine all three reports into your final paper, incorporating the feedback that you received.

- First Progress Report – Introduction
  For this report you are to identify a specific type of violence or an ongoing violent conflict that are problems today. Examples of topics are intimate partner violence, gang violence, hate-motivated violence, school shootings, mass shootings, genocide, terrorism, violence in sports, violence against animals, sexual violence, or something else. For this first report, you are to convince the reader that this is an ongoing and significant problem, by describing it in depth (discuss legal and/or social definitions, trends, prevalence, profiles of victims/offenders, media depictions, and recent case examples). Be sure to cite academic and news articles to support your arguments. Note that a detailed literature review is required for the second progress report so be judicious as to what you present in this report. The text portion of this paper is to be 2 to 4 pages in length, using Times New Roman 12 point font with the default margins for Word. A detailed description of this assignment, along with a grading rubric is uploaded on ELMS. Once you receive feedback, revise your paper because you will need it for the final.

- Second Progress Report-Lit Review
  The second portion of your paper (which will eventually become the literature review of your final paper) will be an annotated bibliography of every source you plan to use for your final paper. Your source list should include at least 7-10 sources. These sources should include articles or books that further develop our understanding of your selected problem, especially its causes, but some of them should also offer possible solutions to it. For this project, you will write a paragraph about each source that you plan to use. This paragraph should include a summary of the key information that you want to use from that source and how you plan to use that information. A link to samples of annotated bibliographies is posted on ELMS.

- Third Progress Report
  For this portion of the report, you are to use your imagination as well as what you have learned in this course and in reading the literature, in order to develop a strategy that you think will reduce the type of violence that is the topic of your paper. Be sure to name any theoretical assumptions on which you are grounding your suggestions. Also, list any possible threats to the effective implementation of your ideas. Keep in mind that this project is requiring you to use your imagination and to think outside of the box. The course intentionally draws your attention to changes in violence over several millennia so that your vision will go well beyond what might be possible today. This course also draws your attention to more insidious forms of violence in an effort to stimulate your sociological imagination (move beyond the obvious and the cliche) and to allow you to come up with solutions that are macro-social rather than individualistic. You are encouraged to use your imagination because all change starts with an idea, and sometimes those ideas are well ahead of their time. However, it is important to anchor your ideas on the research you have cited/discussed. This paper should be 4 to 6 pages using Times New Roman 12 point font with the default margins for Word.

- Final Paper
Your final paper will be the combination of all three progress reports that incorporates the feedback received from the instructor and TA. However, instead of listing your sources by paragraph as you did for part 2, you are to incorporate the ideas from those sources in a way that helps the flow of your paper taking the reader on a journey from part 1 (the introduction to the problem) to part 3 (the solution). Make sure that one paragraph leads to the next. This paper should be 9 to 12 pages (excluding references) using Times New Roman 12 point font with the default margins for Word.

*A Note on Plagiarism: PLEASE DO YOUR OWN WORK.* If you need help, let me know and we can discuss strategies to make this material clearer for you. If you ask for help, we will figure it out together. However, if you cheat, I will follow university policy (see Academic Dishonesty Policy below).

**Another Note: Because of the nature of this assignment, as well as the heavy workload associated with it, the TA and I will NOT be able to review student drafts prior to their formal submission. We will be more than happy to provide individual assistance to any student who needs it during our office hours, so please, make sure to take advantage of this offer before it is too late.

Group Presentations: Students will be separated in groups and will work together during the semester in conceptualizing and executing an art project that will be presented in front of the class during the final week. This project is simple, and allows you much freedom. You and your group members will have total control of your product, as long as it is not offensive to others. Select any form of art to express your opposition to a specific form of violence, and to advocate for social change to end any type of oppression, but especially oppression of the kind we have discussed throughout this semester. Hopefully the readings, lecture, class discussion, and your own as well as your group members’ sociological imagination will inspire you for this. I also hope that your final art project will further motivate you and your classmates to participate in peaceful social movements and activism.

You do NOT need to be an artist to receive a good grade on this. You do need to make an argument/statement that is clear and unambiguous and you need to catch your audience’s attention. Groups will be graded on effort, cohesion, clarity, and correct use of course concepts, theories, and empirical evidence in the description of their work. Your grade will NOT be a critique of your artistic skills. It will be an assessment of the level of your engagement with course topics, and the effectiveness of your collaboration and coordination skills.

All presentations must start with an introduction of all group members, and the title of your art project, continue with explaining the form of violence the project protests, and what your work means. While you are explaining the latent content of your art work, you are expected to refer to facts, figures, and other evidence supporting, or at least corroborating your central thesis. Your presentation style will depend on the form of art you decided to use. For example, if you wrote a poem, or a short story you will need to recite it to us; if you wrote a theatrical piece, you will need to play it; If you wrote a song, you will need to perform it; If you designed a shirt, you will need to wear it, and so forth.

All group members will receive the same grade UNLESS there are more than one complaints about the contribution (or lack thereof) of a particular member, in which case I will consider lowering that one student’s grade. Half of your grade will be based on your classmates’ feedback on twitter. Presentations are considered major scheduling events, not only for presenters, but also, for attendees. Absences without a valid excuse (see Missed Work section below) during presentations will result in a 0 for this assignment, and a 1-point reduction of your participation grade, regardless of whether your group was presenting on that day or not.

*Note:* Before you are able to present your work in class, you need to have my or my TA’S approval.

*Participation:* This class is yours as much as it is mine. I do not want to just talk to you...I am genuinely interested in your active involvement in the classroom and expect you to engage in lively discussion and debate with me and your classmates. Do not be surprised if I call on you during lecture.
It is crucial that you contribute meaningfully to this course. Meaningful contributions are typically offered by well-informed participants, so please make sure to read the material before coming to class. Meaningful participation will demonstrate that you have studied the material, you are interested in the topics, and you are able to assess, evaluate, question, and ultimately comprehend what is presented to you. Generally speaking, I will base your grade on this on the consistency, and quality (not quantity) of your engagement. In addition to that, being able to associate course material with current events as well as your personal, social, and cultural experiences will give you an extra bonus (that is, the + on the “A”).

Do not use cell phones, computers, and/or other Wi-Fi enabled devices during class time, unless specifically instructed to do so by your instructor, and only for course-related purposes. I cannot ground you, or physically stop you from being rude. I can and will, however, reduce your participation grade to a 0, if I observe you disregarding this rule during lecture. From that point on, you will be responsible for increasing your grade (I am sure you can understand how hard it can be to gradually raise a 0 up to a decent grade).

Note: You are welcome and encouraged to react to others’ (mine included) views and statements, but make sure you do that in a respectful and professional manner. If you have an objection, express your objection to the view not to the person. We will be discussing very sensitive issues throughout this course, which may cause you to feel uncomfortable, offended, or even hurt. So please, come to class in anticipation of this possibility, and consider dropping the course if you are unsure as to whether you will be able to tolerate class discussion and lectures. Similarly, it is also very important to think well and carefully before you speak during class. Chances are that some of your classmates or their loved ones have been affected by violence and/or crime policies. Do not say something that could insult someone or their circumstances. Keep in mind that not everybody shares the same experiences with you, and that is a wonderful thing: embrace and respect it.

Extra Credit: There is no extra credit available for this course.

**Course Policies**

**Attendance:** You are expected to attend all lectures and discussion meetings. Exams and quizzes will cover reading and in-class discussions. Therefore, missing multiple classes will likely adversely affect your final grade. Earning top marks in the course will require a mastery of both the content read and lecture material; they are not one and the same. The TA and I will NOT share the notes for lectures and discussions you have missed. I encourage you to appeal to others enrolled in the course for these materials in the event you cannot be present.

**Missed Work:** No late work is accepted. Exams, quizzes, and the term paper are considered to be major scheduled graded events (noted in bold under the course calendar section below) and therefore the new university medical excuse policy (http://www.president.umd.edu/policies/docs/V-100G.pdf) which allows one student signed honor statement attesting to illness does NOT apply to them. Makeup grades will be offered only under the following limited number of circumstances: a medical problem (self or dependent), a death in the immediate family, a religious holiday (see below), or participation in university activities at the request of university authorities, and other compelling circumstances beyond the student’s control. Prior notification is REQUIRED in all instances for excused absences for major scheduled graded events—listed in bold under the Course Calendar heading below—and unannounced quizzes. Additionally, documentation including an obituary/death notice, an official health center excused absence form, or hospital records must be provided. Makeup work must be completed within one week of its original due date. All necessary arrangements must be made with either the TA or myself, depending on the assignment, via email. Preserving this agreement in writing ensures there is no discrepancy at some later point. I reserve the right to alter the content of the assignment, including making the make-up exam a short answer or essay format.
Grade Disputes: If you have questions or concerns about your grade(s) and believe the TA and/or I should review them, you must submit a written request over email to your TA or to me that describes your concern in detail. This request must be submitted within one week of the day that grades for the relevant assignment are disseminated. If you request a review of a TA graded writing assignment I reserve the right to adjust the grade up or down.

Academic Integrity: Academic dishonesty will not be tolerated. Any suspected violations will be reported to the Honor Council. Academic dishonesty includes cheating, fabrication of information used in assignments, plagiarism, and knowingly facilitating the academic dishonesty of another. For more information on the Code of Academic Integrity or the Honor Council, please visit the following website: www.studenthonorcouncil.umd.edu/whatis.html.

Religious Observance: If you have a request for an alternate time to sit for an exam, quiz, or in-class writing assignment listed on the syllabus due to religious observance reasons, you must submit this request to me in writing (email) with the specific details by the second week of class.

Students with Disabilities: I will make all necessary accommodations for students who are registered with the Disability Support Services (DSS) Office and who provide me with a University of Maryland DSS Accommodation form. This form must be presented to me by the second week of class. I am not able to accommodate students who are not registered with DSS or who do not provide me with documentation that has been reviewed by DSS after this date. DSS students who are requesting to take their exams at the DSS Center need to provide me with a testing form for each exam that must be turned in to me no later than one week prior to each exam. The student is expected to take the exam at the same time as the rest of the class.

Athletes: Official athletic schedules must be submitted to me by the second week of class. It is the student's responsibility to inform me or the TA regarding upcoming absences. Practices do not count as an excused absence; in cases of an excused absence (e.g., a game), students are expected to submit the work to be missed BEFORE the deadline. Athletes who miss exams/quizzes/discussion section/paper deadlines due to games or other commitments, yet never submitted an official athletic schedule by the date listed above, and never spoke with me and/or your TA, will receive a grade of zero for the missing assignment.

Course Evaluation: Your feedback about this course is very important to me and therefore we will do several forms of evaluation throughout this semester. One way is to fill out the online evaluation at the end of the semester. Students can go directly to the website (www.courseevalum.umd.edu) to complete their evaluations. Students who complete evaluations for all of their courses in the previous semester (excluding summer), can access the posted results via Testudo's CourseEvalUM Reporting link for any course on campus that has at least a 70% response rate.

Inclement Weather Policy: On occasion, classes may be cancelled due to inclement weather. If the university is closed on the day a graded item is scheduled the graded assignment will be rescheduled for the next class meeting in which the university is open. If a final exam is cancelled, we will follow university rules for rescheduling.

STUDENT CODE OF CONDUCT/ DISRUPTION OF LEARNING ENVIRONMENT

Students must adhere to the Code of Student Conduct. Students unable to show civility with one another, the teaching assistants, or me will be subject to being referred to the Office of Student Conduct or to Campus Police.

I expect the classroom environment to be intellectually stimulating and respectful. Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. Less serious, but nevertheless disruptive behaviors such as engaging in side-conversations with your fellow classmates during lecture, sleeping, wearing earphones, or being perpetually tardy will also not be tolerated. You are welcome to use laptops or tablets solely for note-taking, or tweeting for course-related purposes and only
when your instructor allows you to do so. Last, if you come in late, or need to leave early, please sit in the back rows and try to make it fast and quiet.

I very much welcome students’ comments, questions, and concerns. Please do not hesitate to share them with me in person or via email. I am normally very good at responding back within a short period of time. But there is a certain etiquette that should be followed in these communications. Please be polite and respectful at all times, even if you are really-really upset about something. Rude emails (emails without greetings; emails using inappropriate language, including “texting” grammar. Example: “omg, missed class2day r u gonna post slides”) will NOT receive a reply. I will also NOT respond to questions that can be answered by reading the syllabus.

Copyright: The lectures I deliver in this class and the course materials I create and distribute are protected by federal copyright law. My lectures are recorded or delivered from written lecture notes in order to ensure copyright protection. You are permitted to take notes of my lectures and to use course materials for this class. You may not record, reproduce, or distribute my lectures/notes for any commercial purpose without my written consent. Persons who sell or distribute copies or modified copies of my course materials, possess commercial copies of my notes (i.e. Terpnotes), or assist another person or entity in selling or distributing those materials may be considered in violation of the University Code of Student Conduct, Part 9(k).
### Tentative Course Schedule

*Please study respective readings BEFORE coming to class/discussion section; Readings in light gray are optional.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to the course</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Writing a Research Paper</td>
<td></td>
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<tr>
<td>2</td>
<td>What is Violence?</td>
<td>Ray (2011)</td>
<td></td>
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<tr>
<td>3</td>
<td>Violence as a Social Issue</td>
<td>Currie, Introduction and Ch. 1</td>
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<td></td>
<td>Dimensions of Violence in the U.S. and the world</td>
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<td>4</td>
<td>Gender Violence: Rape; IPV;</td>
<td>Kauffman (1987); Martin &amp; Hummer (1989); Rothenberg (2003); Hooks (1989)</td>
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<td>5</td>
<td>Gender Violence: Violent Women Explanations that don’t work</td>
<td>Kunkle (2014); Miller (1998); Currie Ch. 2.1</td>
<td>PR I</td>
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<tr>
<td>6</td>
<td>Terrorism: Eco-terrorism; Religious Terrorism</td>
<td>Kimmel (2007); Leader &amp; Probst (2007)</td>
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<tr>
<td>7</td>
<td>Midterm Review</td>
<td></td>
<td>MIDTERM EXAM</td>
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<td>Thursday 3/10</td>
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<td></td>
<td>Spring Break</td>
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<td>8</td>
<td>Mass Shootings; School Shootings; Hate Crime</td>
<td>Newman &amp; Fox (2009); Kimmel (2012)</td>
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<tr>
<td>9</td>
<td>Explanations that work</td>
<td>Currie, Ch. 2.2</td>
<td>PR II</td>
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<tr>
<td>13</td>
<td>Optimism: Peacemaking and Restorative Justice</td>
<td>Sullivan and Tift (1998); Zehr (1998); Braithwaite (2005)</td>
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<tr>
<td></td>
<td>The Two Features of Violence</td>
<td>Currie, Conclusion</td>
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<tr>
<td>14</td>
<td>Final Paper Due</td>
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<td>Presentations</td>
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<tr>
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**Final Exam**

*Wednesday, May 18*

10:30am-12:30pm