

# Reactions to Violence

## CCJS 225 - Fall Semester 2014

*Peace cannot be kept by force. It can only be achieved by understanding. –Albert Einstein*

Mondays and Wednesdays  
12:30 – 1:45 in 0102 Tydings Hall

### **Professor:**

Laura Dugan  
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### **Teaching Assistant**

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### **Course Description**

This course examines the long decline in violence since humans have lived on earth (about 200,000 years) for insight into what might have contributed to the pacification process. Yes, believe it or not, we are living in the most peaceful time ever... And yet, we clearly have a ways to go. In order to learn how to stop people from physically hurting one another, we need to understand why they resort to violence in the first place. This type of understanding requires that we study human nature. The goal of this course is to find ways to leverage human nature to decrease the risk of violence. We will integrate our ideas into a rational choice framework and use analytical tools like game theory to predict outcomes of different intervention strategies for violent situations. For example, the most common intervention strategy derived from rational choice theory is deterrence, or the threat of punishment, which has been shown to only have a limited effect. We will study the unintentional consequences of deterrence and consider alternatives. Further, we will also learn about the factors that can sometimes dismantle rationality leading to outcomes that counter the expectations of rational choice. Along these lines, each student will identify a type of violence that plagues us today and develop an intervention strategy based on the principles learned in this course. Students will be expected to outline the assumptions needed to assure a reduction in violence and to identify potential risks to those assumptions that could lead to unintentional consequences (or externalities). In essence, the goal of this class is to teach you to use your **informed** imagination to develop creative solutions that might be ready for use in 2014; but if not, then they could be feasible in 2017 or 2022 or 2114 when the features that counter violence in our society have further evolved.

## Course Textbook

Pinker, Steven. 2011 *The Better Angels of our Nature: Why Violence has Declined*.  
New York: Penguin. ISBN: 978-0-670-02295-3

Other Required Readings will be provided on ELMS.

## Clickers

This course will rely upon Clicker technology (<http://clickers.umd.edu/Students/GettingStartedStudent.html>). You are welcome to use a Clicker device or to web enable your own device (smart phone, laptop, etc.) so that it uses the Clicker technology. If you do not have a device, then you must purchase the clicker. Regardless of which device you choose to use, you must bring it to class daily. Only in this way can you get credit for attendance, participation, and quiz scores. You will need to create an account with Turning Technologies by following these instructions: <http://clickers.umd.edu/Resources/RW2BasicGuide.pdf>.

## ELMS

The course uses the web-based tool, ELMS, to provide you with easy and anytime access to all information and notices about the class. In order to access this class information you must first be registered for the class. Once registered you use your LDAP ID and password to log onto the website. This website will contain a wealth of information about the class such as a copy of this syllabus, details on each assignment, critical discussion threads, and other reading materials. This web site also will contain important class announcements. You can also access your grades (but not those of others) through ELMS once they are posted. **WE WOULD STRONGLY ENCOURAGE YOU TO ACCESS THE CLASS WEB SITE ON A REGULAR BASIS.** The site address is: <http://elms.umd.edu>.

There is an online tutorial to help you or if you need additional assistance please as the teaching assistant for help.

## Email

You should only use email as a tool to set up a one-on-one meeting with me if office hours conflict with your schedule. Use the subject line "Meeting request." Your message should include at least two times when you would like to meet and a brief (one-two sentence) description of the reason for the meeting. Emails sent for any other reason will not be considered or acknowledged. I strongly encourage you to ask questions about the syllabus and assignments during class time. For more in-depth discussions (such as guidance on assignments) please plan to meet in person or call my office. Our conversations should take place in person or over the phone rather than via email, thus allowing us to get to know each other better and to foster a more collegial learning atmosphere.

## Course Grading

The ultimate goal of this class is for you to learn how to think critically about the problem of violence. Grades will be based on whether you are reading the assigned materials (quizzes), how deeply you think about the problem of violence (progress and final papers), how engaged you are (participation and presentation), and how much you have learned (final exam).

### Grading Breakdown:

Quiz Total	10%	Group Presentation	15%
Course Participation	15%	Peer Evaluations with Clickers	15%
First Progress Paper	8.3%	Final Paper	20%
Second Progress Paper	8.3%	Final Exam	15%
Third Progress Paper	8.3%		

### Final course grades will be assigned according to the following scale:

<b>A+</b> = 96.5% - 100%	<b>C+</b> = 76.5% - 79.49%
<b>A</b> = 92.5% - 96.49%	<b>C</b> = 72.5% - 76.49%
<b>A-</b> = 89.5% - 92.49%	<b>C-</b> = 69.5% - 72.49%
<b>B+</b> = 86.5% - 89.49%	<b>D+</b> = 66.5% - 69.49%
<b>B</b> = 82.5% - 86.49%	<b>D</b> = 62.5% - 66.49%
<b>B-</b> = 79.5% - 82.49%	<b>D-</b> = 59.5% - 62.49%
	<b>F</b> = Any grade < 59.5%

Students near grade divisions (e.g. 89.4%) may have their grade adjusted upward (but not downward) based on attendance and course participation.

## Daily Quizzes

Within the first five minutes of class, one to five multiple choice quiz questions based on the readings for that day will be presented so that each student can respond using Clicker technology. When calculating the final quiz grade at the end of the semester, the denominator will be 10% smaller than the numerator, inflating the scores so that the student earn extra credit for each correct answer. For example, if there are a total of 100 quiz questions, then each student's total will be divided by 90 instead of 100. This allows the student to miss 10% of the questions, and still earn 100% for a quiz score. Further, a subset of the questions developed for the quizzes will make up 50% of the final exam. The remaining 50% of the final exam will include material that is drawn from the discussion during the lecture. These quizzes serve four purposes 1) they assist in attendance taking; 2) they assure that you read the course material before class, making the class a more enriching experience for all; 3) they provide an opportunity for extra credit; and 4) they give the student a preview of the final exam.

## Participation

The assessment of your participation is based on several factors including how engaged you are during class discussion, the quantity and quality of your participation on discussion threads on ELMS, and the feedback you give and engagement during the group presentations at the end of the semester. As an I-Series class it is important that the students remain engaged so that all of our learning is enhanced. If you read the assignments and come to class ready to learn and discuss, you should be fine.

## **Course 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 developing an intervention strategy based on the principles of this course. 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 (Due September 29)**

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, racial violence, hate-motivated violence, school shootings, mass shootings, genocide, terrorism, the conflict between Israel and Gaza, the conflict between Russia and the Ukraine, the violence perpetrated by ISIS in Iraq, or something else. For this first report, you are to convince the reader that this is an ongoing problem, by describing it in depth and highlighting the motives that maintain its momentum. 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 and a sample paper format will be posted in ELMS. Once you receive feedback from the TA, revise your paper because you will need it for the final. **Further, keep a copy of the TA's comments because you will need to turn that in with each subsequent report.**

### **Second Progress Report (Due October 20)**

The second portion of your 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, 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 more detailed guide on how to complete this assignment will be posted to ELMS. **Attach to this report a copy of the first progress report with the TA's comments.**

### **Third Progress Report (Due November 17)**

For this portion of the report, you are to develop an intervention strategy that you think will reduce incidence of your selected violence based on the principles learned during the course of the semester. Be sure to name any assumptions that you are making that would need to be met in order for your intervention to be effective. Once you clearly state your assumptions, list any possible threats to those assumptions and speculate how the outcome might change if the assumptions are violated. Finally, discuss any factors that will support or threaten the 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. You are encouraged to use your imagination because all change starts with an idea, and sometimes those ideas are well ahead of their time. This paper should be 4 to 6 pages using Times New Roman 12 point font with the default margins for Word.

**Attach to this report a copy of the first and second progress reports with the TA's comments.**

### **Final Paper (Due December 19)**

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 bibliography) using Times New Roman 12 point font with the default margins for Word.

### **Group Presentations**

In early October, you will be assigned to one of four groups that will develop a group presentation designed to teach the remainder of the class about an assigned topic of violence today. The group will have an entire class period (1.25 hours) to present material and engage the audience in whatever manner they choose. The purpose of these presentations is to give the group members the opportunity to work together to teach the audience about a current problem in violence and present possible ways to reduce or end that violence.

After receiving your group assignments, discussion threads will be created on ELMS for each group to discuss and develop ideas to present at the end of the semester. Students' participation in these discussions will affect their participation grade. Each member of the group will assign a grade to all group members (including self). Further, if any group member is discovered as free riding on the work of others, their grade will be lowered. Half of the final group presentation score will be based on the instructor and TA's assessments, one quarter will come from the students in the audience, and the final quarter will be based on peer evaluations. A more detailed guide on the assignment and grading criteria will be posted on ELMS.

Each group will be told which day they will present at the time of the assignment. If you are unable to attend class that day due to a previously scheduled event, you have until two weeks after assignment to request a switch.

### **Final Exam**

The final exam will be an overview of the course materials, including the reading, the lectures, the in class discussions, and the presentations. Half of the exam will be come from a subset of the in class multiple choice quizzes on the reading, and the other half will be short answer questions based on the in class lectures and discussions.

## **ACADEMIC INTEGRITY**

Academic dishonesty of any form will absolutely NOT be tolerated. The University of Maryland, College Park has a nationally Recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University Honor Pledge reads:

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

Students will be asked to write the University approved Honor Pledge on each paper and on the final exam.

## **DISABILITY SUPPORT**

I will make every effort to accommodate students who are registered with the Disability Support Services (DSS) Office and who provide me with a University of Maryland DSS Accommodation form, which has been updated for the Fall 2014 semester. This form must be presented to me **no later than September 17, 2014**. I am unable to accommodate students who are not registered with DSS or who do not provide me with documentation that has not been reviewed by DSS after September 17, 2014. 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 1 week prior to each exam. The student is expected to take the exam at the same time as the rest of the class.

## **RELIGIOUS OBSERVANCES**

If you are restricted from meeting your course requirements due to a religious observance, you will need to discuss this with me by **September 17, 2014**. Please submit a request for an alternative time to complete an assignment by that date.

## **ATHLETIC EVENTS**

Official athletic schedules must be submitted to me by **September 17, 2014**. Practices do not count as an excused absence; but competitive events do. Athletes who failed to submit their expected missed classes and who miss class assignments or major scheduled graded events listed in **bold** under the Course Schedule below will receive a grade of zero for the missed event.

## **CLASSROOM CODE OF CONDUCT**

The success of this class is dependent not only on my abilities and talents as an instructor to communicate new and complicated ideas, but also on our ability as a class to work together to create an environment conducive to learning. As a Department and University, we expect the faculty and students to be prepared for class and to be actively

engaged in the classroom activities. Unfortunately, disruptive behaviors in the classroom cheat other students out of their opportunity to learn. The University of Maryland's Code of Academic Integrity defines classroom disruption as "behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a class." Examples would include coming late to class, repeatedly leaving and entering the classroom without authorization, making loud or distracting noises, and persisting in speaking without being recognized. As the instructor of this class, I also find the following distracting: reading outside material, sleeping, and loud side conversations with your neighbor. Also forbidden are: text messaging and using laptops for non-academic functions (IM, e-mail, Facebook, surfing, etc.). I also request that you turn cell phones/pagers on silent during class.

Students are expected to treat each other with respect. Disruptive behavior of any kind will not be tolerated. Students who are unable to show civility with one another, the teaching assistants, or me will be subject to referral to the Office of Student Conduct or to Campus Police. You are expected to adhere to the Code of Student Conduct.

### **MISSED EXAM, QUIZZES, PROGRESS REPORTS, PRESENTATION OR FINAL PAPER**

No late written work is accepted and you will not be permitted to make-up missed oral presentations. Additionally, **all written work should be printed out and given to the TA at the beginning of class**. Make-up 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 above), 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 Schedule below. Additionally, documentation including an obituary/death notice, an official health center excused absence form, or hospital records must be provided. Make-up work must be completed within one week of its original due date. All necessary arrangements must be made with the instructor 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.

**Addendum on Medical Absences:** The in-class presentations, and final exam 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. In the event you become chronically absent, missing more than two consecutive weeks of class, due to the same persistent illness, this must be verified by a health professional in writing. Any absences from major scheduled graded events will be counted as zeroes if you have failed to inform the instructor of these developments within one week of missed event or before December 20, whichever comes first. Please refer to the link above in locating the items that must be included in both the signed honor statement and chronic absence verification.

**Missed Quizzes:** Because the quizzes are automatically inflated

$\left( \frac{\text{number correct}}{90\% \text{ of total questions}} \right)$ , you will not be allowed to make up any quizzes that you miss

without an excused absence. However, in line with the University policy, we will allow each student one absence due to a self-diagnosed illness if you make a reasonable effort to tell us before class. All make up quizzes will be different from the one administered to the class, and will be in the form of two-page essay.

### **GRADE DISPUTES**

If you have questions or concerns about your grade(s) and believe I should review them, you must submit a written request via email 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.

### **COURSE EVALUATION**

Your feedback about this course and how I have done is very important to me. Completing a course evaluation is also part of what it means to be a member of the UMD academic community. At the end of the semester I very much would like you to fill out the online course evaluation. CourseEvalUM will be open for you to complete your course evaluation. You can go directly to the website ([www.courseevalum.umd.edu](http://www.courseevalum.umd.edu)) to complete your evaluation starting in late November.

### **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 that the university is open. If the final exam is cancelled, we will follow university rules for rescheduling.

## COURSE SCHEDULE

DAY	DATE	TOPIC	READING ASSIGNMENT
Wed.	9/3	Syllabus review, preface	
Mon.	9/8	Violence Then, Violence Today	Pinker 1-12, 18-21
Wed.	9/10	The Historic Decline in Violence & Overview of Conclusions.	Pinker 23-30, 61-64
Mon.	9/15	The Pacification and Civilizing Processes	Pinker 31-36, 47-61, 64-81
Wed.	9/17	The Civilizing Process in These United States	Pinker 91-106
Mon.	9/22	Recivilization: Explaining the Decline in Homicide USA beginning in 1991 & How to Write a Paper	Pinker 116-119, 121-128
Wed.	9/24	The Humanitarian Revolution	Pinker 146-153, 168-180
<b>Mon.</b>	<b>9/29</b>	The Rights Revolution <b>FIRST PROGRESS REPORT DUE</b>	Pinker 378-394, 406-415, 447-454, 475-481
Wed.	10/1	Rational Choice Theory & Deterrence	TBA, Nagin's Stockholm award talk, Dugan & Chenoweth 597-603, 618-619
Mon.	10/6	Game Theory	Pinker 532-541
Wed.	10/8	Violence Today: General & Violence Against Women	TBA
Mon.	10/13	Violence Today: School Shootings & Ideological Violence	TBA, DHS report
Wed.	10/15	Inner Demons: Predation, Dominance & Revenge	Pinker 509-531
<b>Mon.</b>	<b>10/20</b>	Inner Demons: Sadism, Ideology, & Pure Evil <b>SECOND PROGRESS REPORT DUE</b>	Pinker 547-570

Wed.	10/22	Better Angels: Empathy & Self-Control	Pinker 571-611
Mon.	10/27	Better Angels: Biology, Morality, & Taboo	Pinker 611-642
Wed.	10/29	Better Angels: Reason	Pinker 642-670
Mon.	11/3	Developments Contributing to the Reduction of Violence, Allow Your Imagination	Pinker Chapter 10
Wed.	11/5	Allow Your Imagination	TBA
Mon.	11/10	Policing Possibilities	TBA
Wed.	11/12	Corrections Possibilities	TBA
<b>Mon.</b>	<b>11/17</b>	Restorative/Procedural Justice <b>THIRD PROGRESS REPORT DUE</b>	TBA
Wed.	11/19	ASC – No Class	
Mon.	11/24	Countering Terrorism Possibilities	Dugan & Young 2010
Wed.	11/26	Other Possibilities	TBA
Mon.	12/1	<b>FINAL EXAM</b>	
Wed.	12/3	<b>Presentation I</b>	
Mon.	12/8	<b>Presentation II</b>	
Wed.	12/10	<b>Presentation III</b>	
<b>Fri.</b>	<b>12/19</b>	<b>Presentation IV 8am to 10am, Room TBA</b> <b>FINAL PAPERS DUE AT BEGINNING OF CLASS</b>	

This is an approximate schedule and will likely change. However, the bolded events will always be on the date that is marked above.