



# Responses to Violence

**CCJS 225**

**Fall 2019**

## Learning Outcomes

This is an I-Series course that engages students in critical reading, writing, discussion, and through formal presentations in groups. The purpose of the I-Series course is to facilitate a deep dive into important issues that face humanity. To that end, Responses to Violence uses an interdisciplinary approach to discuss historical, psychological, sociological, and criminological aspects of violence and the ways we respond to it as a species. Students will identify a type of violence at issue today and develop an intervention strategy based on the principles learned in this course as well as their own innovative spirit. The goal of this class is to teach students to use scientific innovation to develop creative solutions that might be ready for use in the near future or when the features that counter violence in our society have further evolved.

After successfully completing this course you will be able to:

- Identify the major questions and issues about responding to violence in the U.S. and around the world.
- Demonstrate an understanding of basic terms, concepts, and approaches that experts employ in developing and studying responses to violence.
- Demonstrate an understanding of the political, social, economic, and ethical dimensions of violence and how humanity has responded to it.
- Communicate major ideas and issues about violence through effective written work and oral presentations.

## Required Resources

Course website: [elms.umd.edu](http://elms.umd.edu)

Violence

Alvarez, A.C. & Bachman, R.D.

Third Edition.

ISBN #[978-1506349060](https://www.amazon.com/dp/9781506349060)

You need to purchase a physical “clicker.” Visit the Students section of [clickers.umd.edu](http://clickers.umd.edu) for details. You may not use a phone, tablet, or laptop app, and you will want some spare CR2032 batteries.

**Kyle Dorsey**

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### Class Meets

Mon., Wed., Fri.

11:00am – 11:50am

1215 ESJ

### Office Hours

2211 LeFrak Hall

Mondays 1:00-3:00pm,

Tuesdays 2:00-4:00pm,

Wednesdays 1:00-3:00pm,

or by appointment

### Teaching Assistant

Eleanor Johnson

Office hours:

0102 Morrill Hall

Wednesdays 1:00-3:00pm

### Course Communication

Course information will be announced using the Announcement feature on ELMS. Students should contact me using the messaging feature on ELMS rather than emailing directly.

**I do not reply to emails sent from non-university email accounts.**

## Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit [www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html) for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

## Activities, Learning Assessments, & Expectations for Students

**Daily Quizzes.** A short quiz based on the assigned readings will be given during the first five minutes of class. Students will complete the quiz using Clickers. The three lowest quiz scores will be dropped. The primary purpose of the daily quiz is to inspire students to keep up with the readings and to identify whether students comprehend the major points being made. Students must be physically present in the classroom in order to receive credit for responding to quiz questions. Those attempting to respond to quiz questions at locations other than the classroom or responding for another classmate will be referred to the Honor Council for violating the student code of conduct.

**Participation.** Participation is based on how engaged students are during the class discussion and group presentations. Part of my assessment of participation is whether and how students answer periodic questions I pose during class meetings using Clicker technology. As an I-Series course, it is important that students remain engaged with the class materials. If students read the assigned readings and come to class ready to learn and discuss, a good participation grade should be expected.

**Weekly Reflection.** At the end of the day each Friday (11:59pm) students will submit on ELMS a reflection on the past week's readings and discussions. Some weeks I will provide a specific topic or question to reflect upon and some weeks you will choose what inspired you the most about the week. These reflections are meant to solidify the course materials and help you digest the information we are discussing each week. The reflection must be in your own words and thoughtfully/intelligently constructed using paragraphs and good sentence structure. Your writing should be at least 1 double-spaced page (1 inch margins, Times New Roman 12pt font).

**Individual Course Project.** You will investigate a type of violence that our world struggles with today by learning as much as you can about it and developing a unique intervention strategy. In order to ensure you put thought into each component of this project, it will be broken into three progress reports (peer-reviewed).

**Poster Session.** The final exam date (December 13<sup>th</sup> 8am – 10am) will be used as a poster showcase of your individual projects. You will synthesize your work onto a tri-fold poster for attendees to grasp the problem you are addressing, the importance of that problem, and your proposed solution. You will be graded based on the design of your poster and how well you discuss it when asked questions during the poster session.

**Peer Review.** You will be required to review and give feedback to two of your peers for each progress report. You will be given a grading rubric in the form of questions as integrated in the Turnitin software on ELMS and will be responsible for thoroughly reviewing your peers' assignments for content, formatting, and grammar. You will have one week to submit your peer review and I will grade it based on how thoroughly you provide feedback. You must submit a paper in order to participate in peer review.

**Group Presentation.** You will be assigned to one of 8 groups that will develop a presentation designed to teach the remainder of the class about an assigned topic of interpersonal violence and discuss a unique approach to alleviate that type of violence. The group will have 20 minutes to present material and engage the audience. Individual grades for the group project will be assessed as follows: 50% based on my assessment of your presentation, 25% based on the audience's assessment of the presentation, and 25% based on group member feedback about your contribution to the group and ability to work within a team. All group members must be present for the group presentation in order to receive a grade.

## Course-Specific Policies

**No computers, phones or tablet devices are permitted during our class meetings.** I understand and have considered arguments for permitting laptop and tablet computers in the classroom. However, in my experience (and based on the research evidence) the reality is that they present an irresistible distraction and detract from the cooperative learning environment. Researchers have found that these distractions do in fact interfere with learning and active participation. For that reason, the use of computers and phones will not be permitted during class meetings (except when required for ADS accommodations). If a computer is needed to accomplish a class objective for the day I will provide it or give you advanced notice to bring one with you.

I expect you to make the responsible and respectful decision to refrain from using your cellphone in class. If you have critical communication to attend to, please excuse yourself and return when you are ready. For more information about the science behind the policy watch: <http://youtu.be/WwPaw3Fx5Hk>

**Turnitin Integration.** For this course, your work will be collected via Turnitin on our course ELMS page. I have chosen to use this tool because it can help you improve your scholarly writing and help me verify the integrity of student work. For information about Turnitin, how it works, and the feedback reports you may have access to, visit [https://umd.service-now.com/itsc?id=kb\\_article&sys\\_id=c0116d8f0f7ef2007f232ca8b1050e63](https://umd.service-now.com/itsc?id=kb_article&sys_id=c0116d8f0f7ef2007f232ca8b1050e63)

**Excused Absences.** Excused absences are those that are detailed in the University's course related policies linked on the second page of this syllabus. All excusal notes are verified for accuracy. In the event an excuse note is not able to be verified, students will be referred to the student honor council for providing false information to University officials as prohibited under Part 10(j) of the University of Maryland Student Code of Conduct. Students are required to notify me prior to missing class unless the circumstances of the absence prevent you from doing so. Missed work must be completed within one week of the absence unless otherwise arranged.

- Lecture notes are not handed out. The student must solicit peers for lecture notes when they are unable to make it to class.
- If you miss class due to an excused absence, it will be dropped from your overall participation score. Students are allowed one self-excusal for missed class periods.
- Since the course project is something you have worked on over the course of many weeks, late submissions by excusal are only considered if your absence prevents you from finishing up a minimal amount of editing the day it is due or prevents you from accessing a computer to submit the project on time. This hardship must be documented in order to be considered.
- Since weekly reflections are completed at any point prior to Friday each week and submitted online, late submissions by excusal are only considered if your absence prevents you from accessing a computer to submit the reflection on time. This hardship must be documented in order to be considered.
- Excusals for on-time completion of quizzes must include documentation that indicates you were not able to participate in class activities during the time and day of the quiz.
- It is essential that you are present for your group presentation. If you miss your group's presentation due to an excused absence, grades will be determined on a case-by-case basis.

- Pre-planned excused absences must be communicated to me in advance of your absence and all work must be completed prior to your absence or on a mutually agreed-upon schedule.

## Get Some Help!

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting <http://ter.ps/learn> and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting <http://ter.ps/writing> and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit <http://www.counseling.umd.edu>.

Everything is free because you have already paid for it, and **everyone needs help**... all you have to do is ask for it.

## Names/Pronouns and Self Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit [trans.umd.edu](http://trans.umd.edu) to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

## Copyright

The lectures delivered in this class and the course materials created are original works and protected by federal copyright law. Lectures are recorded or delivered from written lectures in order to ensure copyright protection. You are permitted to take notes of lectures and to use course materials for your use in this course. **You may not record, take pictures of, reproduce, or distribute my lectures/notes for any purpose without my written consent.** Persons who sell or distribute copies or modified copies of course materials, possess commercial copies of 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) and subject to the penalties of violating Federal copyright law.

## Grades

Grades are not given, they are earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades, or have questions about how something was scored, please email me to schedule a time for us to meet in my office.

Late work will not be accepted for course credit so please plan to have it submitted well before the scheduled deadline. I am happy to discuss any of your grades with you, and if I have made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Learning Assessments	#	Points Each	Category Total	Category Weight
Quizzes (lowest 3 dropped)	26	varies	100	15%
Participation	40	2	80	10%
Project Progress Reports	3	50	150	15%
Weekly Reflection	13	10	130	10%
Group Presentation	1	100	100	20%
Peer Review	3	50	150	10%
Poster Session	1	50	50	20%

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I establish clear standards and apply them consistently. Grades are rounded up to the next percentage point at the .45% threshold. Please understand that being close to a cutoff is not the same as making the cut (89.44  $\neq$  90.00). It would be unethical to make exceptions for some and not others. Grades will not be curved or negotiated at the end of the course.

Final Grade Cutoffs				
+ 97%	+ 87%	+ 77%	+ 67%	
A 93%	B 83%	C 73%	D 63%	F <60%
- 90%	- 80%	- 70%	- 60%	

## Course Schedule

WEEK	DATE	TOPIC	ASSIGNMENTS
1	8/26	Introductions	Syllabus
	8/28	Defining Violence	A&B Ch. 1 pp. 1-16
	8/30	Measuring Violence	A&B Ch. 1 pp. 16-33
2	9/02	Group Check-in (in class)	Group Contracts
	9/04	Human Evolution and Violence	Reading #1 p. 1-17
	9/06	Human Evolution and Violence	Reading #1 p. 17-30
3	9/09	Trends: Pacification & Civilizing	Reading #2
	9/11	Trends: Revolutions & Peace	Reading #3
	9/13	Explaining Violence: Biological	A&B Ch. 2 pp. 35-53
4	9/16	Explaining Violence: Inner Demons (Predation, Dominance, Revenge)	Reading #4, p. 509-532
	9/18	Explaining Violence: Inner Demons (Sadism, Ideology, Pure Evil)	Reading #4, p. 547-570
	9/20	Explaining Violence: Sociological <b>**FIRST PROGRESS REPORT DUE**</b>	A&B Ch. 2 pp. 53-68
5	9/23	Explaining Violence: Better Angels – Empathy, Self-Control, Morality	Reading #5, through p. 642
	9/25	Explaining Violence: Better Angels - Reason	Reading #5, p. 642-670
	9/27	Forces Pushing Violence Downward	Reading #6
6	9/30	Facilitating Violence: Guns	A&B Ch. 3 pp. 70-86
	10/02	Facilitating Violence: Alcohol & Drugs	A&B Ch. 3 pp. 86-98
	10/04	Facilitating Violence: Media	A&B Ch. 3 pp. 98-104
7	10/07	Research & Writing Papers	Bring laptops
	10/09	Assault & Murder	A&B Ch. 4 pp. 106-127
	10/11	Corporal Punishment <b>**SECOND PROGRESS REPORT DUE**</b>	A&B Ch. 5 pp. 170-176
8	10/14	Crowd Violence	A&B Ch. 8
	10/16	Group Work (out of class)	
	10/18	Group Work (out of class)	
9	10/21	Rape & Sexual Assault	
	10/23	Rape & Sexual Assault	
	10/25	Rape & Sexual Assault - Discussion	A&B Ch. 6

10	10/28	Genocide	A&B Ch. 10
	10/30	Genocide	A&B Ch. 10
	11/01	Genocide	A&B Ch. 10
11	11/04	Terrorism: Definitions & History	A&B Ch. 9 pp. 299-320
	11/06	Prevention: Public Health	A&B Ch. 11 pp. 390-402, Reading #9
	11/08	Prevention: Procedural Justice <b>**THIRD PROGRESS REPORT DUE**</b>	Video #1
12	11/11	Prevention: Policing	A&B Ch. 11 pp. 385-386, Reading #10
	11/13	Prevention: Corrections	A&B Ch. 11 pp. 386-390, Reading #11
	11/15	Prevention: Drug Policy	Reading #12
13	11/18	Innovations in Violence Reduction	
	11/20	Group projects: In-class time to work	
	11/22	Group projects: In-class time to work	
14	11/25	Group projects: In-class time to work	
	11/27	NO CLASS: Thanksgiving Break	
	11/29	NO CLASS: Thanksgiving Break	
15	12/02	Group Presentations (1 & 2)	
	12/04	Group Presentations (3 & 4)	
	12/06	Group Presentations (5 & 6)	
16	12/09	Group Presentations (7 & 8)	
<b>Poster Session: Friday, December 13<sup>th</sup> from 8:00am 10:00am</b>			

**Note:** This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

## **Reading List (Posted on ELMS)**

- #1: Pinker, S. (2011). *The Better Angels of Our Nature: Why Violence Has Declined*. Chapter 1. New York: Penguin.
- #2: Pinker, S. (2011). *The Better Angels of Our Nature: Why Violence Has Declined*. Excerpts from Chapter 2. New York: Penguin.
- #3: Pinker, S. (2011). *The Better Angels of Our Nature: Why Violence Has Declined*. Excerpts from Chapters 4 & 7. New York: Penguin.
- #4: Pinker, S. (2011). *The Better Angels of Our Nature: Why Violence Has Declined*. Excerpts from Chapter 8. New York: Penguin.
- #5: Pinker, S. (2011). *The Better Angels of Our Nature: Why Violence Has Declined*. Excerpts from Chapter 9. New York: Penguin.
- #6: Pinker, S. (2011). *The Better Angels of Our Nature: Why Violence Has Declined*. Chapter 10. New York: Penguin.
- #7: Yee Hee Lee, M. (June 29, 2015). *Has There Been One School Shooting Per Week Since Sandy Hook?* The Washington Post.
- #8: Young, J.K., and Dugan, L. (2011). Veto players and terror. *Journal of Peace Research*, 48, 19-33.
- #9: Centers for Disease Control and Prevention. *The Public Health Approach to Violence Prevention*.
- #10: Lum, C. and Nagin, D. (2015). Reinventing American Policing: A Seven-Point Blueprint for the 21<sup>st</sup> Century. *Translational Criminology*.
- #11: Specter, D. (2006). Making prison safe: strategies for reducing violence. *Washington University Journal of Law and Policy*, 22, 125-134.
- #12: Global Commission on Drug Policy (2014). *Taking Control: Pathways to Drug Policies That Work*.

## **Video Links**

- #1: Tom Tyler (2012) *Why Procedural Justice Matters* <http://www.courtinnovation.org/research/why-procedural-justice-matters-tom-r-tyler-community-justice-2012-0>