

# Reactions to Violence

## CCJS 225 0301 - Fall Semester 2017

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

*You can't solve a problem with the thinking that created the problem.* –Albert Einstein

Mondays  
4:00 – 6:30 in 1118 Tydings Hall

### **Professor:**

Laura Dugan  
Office Hours: Tuesdays 2:00 – 6:00 PM & by appointment  
2131 LeFrak Hall, Phone: 301-405-4070  
Use ELMS for email correspondence.

### **Course Description**

This course asks the simple question, “how can we stop violence?” In order to address this question, we begin by examining 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 (big picture) despite recent violent events in the news. Clearly, we still 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 2016; but if not, then they could be feasible in 2020 or 2030 or 2130 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/getting-started-students>). 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/students/getting-started-students>.

## 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>.

All of our assignments are to be uploaded to ELMS, so make sure you know how to use it. There is an online tutorial to help you or if you need additional assistance please ask the teaching assistant for help.

## 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 (final paper), how engaged you are (peer evaluation, participation, & presentation), and how much you have learned (midterm & final exams).

### Grading Breakdown:

Quiz Total	10%	Final Paper	30%
Course Participation	15%	Midterm Exam	15%
Group Presentation	10%	Final Exam	15%
Anonymous Group Peer Evaluation	5%		

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

A+	97% - 100%	B-	80% - 82%	D	63% - 66%
A	93% - 96%	C+	77% - 79%	D-	60% - 62%
A-	90% - 92%	C	73% - 76%	F	Less than 60
B+	87% - 89%	C-	70% - 72%		
B	83% - 86%	D+	67% - 69%		

Students near grade divisions (e.g. 89%) may have their grade adjusted upward (but not downward) based on attendance and course participation.

### **Daily Quizzes**

**Within the first five minutes of class and the first five minutes after the break, two 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 (four to ten questions total for each class).** 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 earns 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;<sup>1</sup> 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, to be reviewed by two of your peers using review rubric. You will then combine all three reports into your final paper, incorporating any useful feedback that you received from the reviewers. All papers are to be uploaded to ELMS by 4:00 on the day they are due. Given that you should be sitting in class at 4:00, make a point to upload the paper before you come to class. **The assignment link will be turned off at 4:05, and late papers**

---

<sup>1</sup> I will periodically give a second quiz at the end of the class to give credit to students who remain in the room for the entire class period. This score will also be divided by 90% providing some extra credit.

**are not accepted. Any papers that are not turned in will result in a 10 point deduction from the final paper grade. Similarly, any paper that the reviewers report did not follow the assignment will result in a 10 point deduction from their final paper grade.**

**First Progress Report** (Due to be uploaded to ELMS at 4:00 on September 18)

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 violence perpetrated by ISIS, 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 double-spaced 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, revise your paper because you will need it for the final.

**Second Progress Report** (Due to be uploaded to ELMS at 4:00 on October 16)

The second portion of your paper will be an annotated bibliography of some of the sources 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 offer possible solutions to the problem you wrote about in the first paper. 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.

**Third Progress Report** (Due to be uploaded to ELMS at 4:00 on November 6)

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.

**Anonymous Peer Review** (Due one week after each progress report due date by 4:00)

Each student will anonymously review two of each of the three progress reports (totaling 6). Each progress report will include a grading rubric which will require you to

choose how well the author accomplished each component of each progress report. The comment field is to be used to provide detailed feedback and to make suggestions for improvements that should be made for the final paper. Be helpful! **If you fail to review your peers' papers by the deadline, 3 points will be deducted from your own final paper grade.**

**Final Paper** (Due to be uploaded to ELMS at 4:00 on November 27)

Your final paper will be the combination of all three progress reports that may incorporate the feedback received the anonymous peer review. The key difference, however, is that instead of listing your sources by paragraph as you did for part 2, you are to integrate 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. This paper will be graded by me, not your peers.

### **Turnitin**

All progress reports and the final paper will be automatically run through Turnitin software. It will catch all plagiarism, but it can also be helpful for you to assure that you are not copying someone else's ideas. Please see [https://guides.turnitin.com/03\\_Integrations/Turnitin\\_Partner\\_Integrations/Canvas/Canvas\\_LTI\\_Student](https://guides.turnitin.com/03_Integrations/Turnitin_Partner_Integrations/Canvas/Canvas_LTI_Student) for guidance on how you can use it to improve your writing.

### **Group Presentations**

In early October, you will be assigned to one of four groups that will develop a group presentation designed to teach your classmates and instructor about an assigned topic of violence today. The group will have half of an entire class period (1 hour 15 minutes) 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. There will also be several times during the latter part of the semester where the groups will use class time to prepare their presentations.

If any group member is discovered to be free riding on the work of others, their presentation grade will be lowered. Two-thirds of the final group presentation score will be based on the instructor's assessments and one third will come from the students in the audience. Further 5% of your total grade will come from an anonymous group peer evaluation (see below). 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.

**Anonymous Group Peer Evaluation** (Due to be uploaded to ELMS at 4:00 on December 15)

Each member of the group will use a rubric to evaluate all group members (excluding self). The rubric will become available on the day of group assignments so that you all will know how to evaluate your peers and how they are evaluating you. The completed evaluation should be done in Word and uploaded to ELMS by 4:00 on December 15<sup>th</sup>. You are welcome to upload it any time after your presentation. **Note: Any student who fails to evaluate his/her peers will have 5 points deducted from their presentation grade.**

**Midterm and Final Exams**

Each exam will test your understanding on an overview of the course materials, including the reading, the lectures, and the in-class discussions up to the point of the exam. The final exam will also test your understanding of content from the group presentations and the discussions during 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, presentations and discussions. The final exam will only cover material since the midterm.

**COURSE RELATED POLICIES:**

Please see this website for general and more detailed information.

<http://www.ugst.umd.edu/courserelatedpolicies.html>. Below are the specific policies for this class.

**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 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 2017 semester. This form must be presented to me **no later than September 18, 2017**. 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 18, 2017.

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 18, 2017**. 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 18, 2017**. 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 and other devices 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 assistant, 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. All written work should be uploaded to ELMS by 4:00 on the day it is due. The link to upload the assignment will be turned off at 4:05. To avoid technical difficulties, you should plan to upload the assignment well before the deadline. 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. **I will not accept a Health Center honor statement to verify an illness. If you go to the Health Center and a doctor will not write you a note, you will need to get a copy of your medical record from them to verify your illness. By law, you are entitled to get a copy of this and it is your responsibility to do so.**

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 over ELMS. 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 exams or quizzes short answer or essay format.

**Addendum on Medical Absences:** The in-class presentations, and exams 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 requires that the student provide written documentation for the excused absence. In other words, the student cannot use their "one" student signed honor statement for one of the major scheduled events listed in bold below. 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 May 16, 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 over ELMS 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.

## **COPYRIGHT NOTICE**

Class meetings and course materials, including instructions, presentations, assessments, content outlines, and similar materials are the intellectual property of the course instructor and protected by legal copyright. You may take notes and make copies of course materials for your own personal use. You may not, nor may you allow others to, distribute lecture notes and course materials publicly whether or not a fee is charged without the express written consent of the instructor. Similarly, you own copyright in any work products that you create for this course. If I am interested in sharing your work with others I will ask for your written permission. Copyright violations may result in referrals to the Office of Student Conduct and/or civil penalties under State and Federal law ([www.copyright.gov/title17](http://www.copyright.gov/title17)).

## **COURSE SCHEDULE**

<b>DATE</b>	<b>TOPIC</b>	<b>READING ASSIGNMENT</b>
8/28	Syllabus review; Preface; Violence Then, Violence Today	Pinker 1-12, 18-21
9/4	Labor Day, enjoy!	
9/11	The Historic Decline in Violence & Overview of Conclusions; The Pacification and Civilizing Processes	Pinker 23-30, 61-64, 31-36, 47-61, 64-81

9/18	The Civilizing Process in These United States; Recivilization: Explaining the Decline in Homicide USA beginning in 1991; How to Write a Paper  <b>FIRST PROGRESS REPORT DUE</b>	Pinker 91-106, 116-119, 121-128
9/25	The Humanitarian Revolution; The Rights Revolutions	Pinker 144-153, 168- 180, 378-394, 475-481  <u>Not for Quiz</u> : 406-415, 447-454
10/2	Rational Choice Theory; Deterrence; Game Theory	Dugan & Chenoweth 597-603, 618-619, Nagin's Stockholm award talk, Pinker 532- 540, Listen to GamesRadioLab.wav from ELMS
<b>10/9</b>	<b>MIDTERM EXAM</b>  Violence Today: General Violence	<u>For Quiz</u> : Reiss & Roth 31-40
10/16	Violence Today: Violence Against Women; Violence Today: Mass Shootings & Ideological Violence  <b>SECOND PROGRESS REPORT DUE</b>	Krantz & Garcia-Moreno 818-821; Crowell & Burgess 49-69; Bonanno & Levenson Jr. 1-10; Kellerman & Rivara 549-550; DHS Assessment
10/23	Inner Demons: Predation, Dominance, Revenge, Sadism, Ideology, & Pure Evil	Pinker 509-521, 529- 532, 547-570
10/30	Better Angels: Empathy, Self-Control, Biology, Morality, & Taboo	Pinker 571-642
11/6	Better Angels: Reason; Developments Contributing to the Reduction of Violence  <b>THIRD PROGRESS REPORT DUE</b>	Pinker 642-670; Chapter 10
11/13	Allow Your Imagination; Policing & Corrections Possibilities	Braga & Weisburd  Frost & Clear

11/20	Applying these ideas: Restorative Justice Possibilities  Applying these ideas: Countering Terrorism Possibilities	Watch Bryan Stevenson <a href="https://www.youtube.com/watch?v=MyBfOX5OHRQ">https://www.youtube.com/watch?v=MyBfOX5OHRQ</a>  Minutes 26:22 to 1:10:52  Dugan & Young
<b>11/27</b>	Group Work to Finalized Preparation for Presentations  <b>FINAL PAPER DUE</b>	
<b>12/4</b>	<b>Groups I &amp; II Presentation</b>	
<b>12/11</b>	<b>Groups III &amp; IV Presentation</b>	
<b>12/18 or 19</b>	<b>FINAL EXAM</b>  <b>Location/Time TBD</b>	

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