

Violence in Society
Sociology 3830, Fall 2009
9:05-9:55 am MWF, Journalism Bldg. Rm 401
OR
3:35-4:25 pm MWF, Baldwin Hall Rm. 307

Instructor: Ms. Cheri Modzelewski
Office: Baldwin 417
Office hours: Wed. 10:30a.m. - 11:30a.m. and by appointment
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COURSE OBJECTIVE

This course examines the magnitude of the problem of violence mainly within the United States and a little globally. The purpose of this course is to familiarize students with the patterns, causes, and consequences of various forms of criminal violence. In this course we will examine criminological theories used to explain violence as well as analyze both personal and collective violence.

TEXTBOOKS

Riedel, Marc & Welsh, Wayne. 2008. *Criminal Violence: Patterns, Causes, and Prevention*, 2nd Edition. New York: Oxford University Press
ISBN: 978-0-19-533248-3

Barkan, Steven & Snowden, Lynne. 2008. *Collective Violence*, 2nd Edition. Cornwall-on-Hudson, New York: Sloan Publishing
ISBN: 1-59738-014-8

*Other readings may be provided on elearning commons or electronic reserve.

COURSE REQUIREMENTS

Tests

Students are responsible for learning the material covered in the readings and classroom lectures/discussions. You are responsible for the assigned material in the textbook whether or not it is discussed in class. There will be three exams and each will consist of multiple choice, short answer, and possibly true/false or essay questions. The tests will NOT be cumulative. Check the schedule below for test days.

Media Log

The purpose of doing the media log is to increase your awareness of the amount of violence in the media. You will have a total of 8 logs. Media logs are worth 20 points each.

- 2 logs will be based on presentations that you attend on campus. There are a plethora of presentations, lectures, and colloquiums on campus. Your job is to attend 2 and do a write-up on the two that you attend. These presentations must be related to some type of violence since this is a violence class. You will attend the presentation and then do a write up of what it was about (take notes), who the lecturer was, basic information about the lecture as well as how it relates to class, violence in society, and what your reaction to the lecture was. These should be about 2-3 pages long. One log will be due by midterm, 10/9/09, and the other by the last day of class.
- For one log you will have to watch the movie, Beauty and the Beast, and write a reaction to it. Think about what we have talked about in class, particularly during the domestic violence section, and write a reaction to the movie. This log will be due 9/21/09 and again should be 2-3 pages long.
- The last 4 logs will be your choice. You will choose a different form of media-movies, tv show, news, magazine, book, website, music, etc. and write a 1-3 page narrative about the violence. You may use the whole media choice or a section of it. For instance, if you watch a movie you could talk about the whole movie or just one scene or if you use a song you can use one verse or the whole song. Things to consider include what type of violence it was, how long it lasted, what was the resolution to the violence (if any), etc. You are also need to include your reactions to the violence you witnessed. How did it make you feel? Do you think it's an accurate portrayal of the amount and type of violence existing in our society? Reflect back on what you have learned in class and include that in your write up. 2 of these will be due at the mid-term, 10/9/09, and the other 2 will be due on the last day of class.
- In one last separate log write a reflection on violence in society based on the media. Include in your last log entry a summary of your feelings about violence in the media and any thoughts or reflections you have on how media influences violence in society and how your perceptions have changed since taking this class. Strive for 2-3 pages. This is due on the last day of class.

You have two choices in regards to writing a paper. You may choose to focus on violence and theory or violence and prevention. You pick one of the two options listed below. You must choose 1 option and let me know what that option is by the mid-term. I will ask for to have emailed me your choice through elearning commons by 10/0/09.

Theory Paper

Choose a theory that we discussed in class and a type of violence. Use the theory to explain the type of violence chosen. Use empirical support from scholarly research that has been done. This paper should be about 8-10 pages plus references. Focus on giving your explanation of how the theory explains the violence and use the empirical research

as support for the argument. The paper should be done using ASA or APA style. If you choose to do this assignment I can give you more direction should you need it.

Community Resources Assignment

Your goal is to select a target population dealing with violence that is of interest to you and find the community resources available to this population. You have two parts in regards to this assignment. Papers should be 8-10 pages should include citations in APA or ASA style if needed.

1. You may research all the available community resources for a target population dealing with violence and write a paper that analyzes how effectively the community provides resources for this population. Consider all the needs of the population. For example, do not just compile a list of domestic violence shelters for women dealing with abuse. Consider legal council, clothing, support groups, etc.
 - Define your target population. Why do they need community resources?
 - Compile a list of community resources for your target population and include a short description for each of the services provided.
 - Summarize the overall effectiveness of services found. Do they meet the population's needs? Consider any gaps in resources or overlap in the resources.
 - Pick one organization. Obtain a piece of their literature that they give out to the target population. Evaluate the effectiveness of their material. Does it make clear what services they provide, include their mission, direct people where to go for services, etc? How effective is it in communicating with the target population?
 - Include in your write up what you have learned about this target population, your assessment of the community resources, willingness of the target population to use these services, what impact does having these resources have on the target population and society as a whole. How has this increased your knowledge about violence in our society?
2. You should interview someone who works in the violence prevention field that is related to your target population. This person can work at a domestic violence shelter, the justice system- probation, judges, etc., non profits working against violence, etc. Please tell me who you are interviewing and what agency they are from BEFORE you do the interview. Take notes and if possible record the interview so that you can go back to it when writing your paper.
 - Define your target population. Why do they need community resources?
 - Ask questions about the agency, the services provided, target population, importance of providing these services, services the providers find lacking for this population, problems the agency has dealing with the population, etc.
 - Also learn about the person you are interviewing. What position do they hold in the agency? What are their job responsibilities? Why do they work in this field?

- Include in your write up what you have learned about this target population, your assessment of the effectiveness of this organization, what impact does this organization have on the target population and society as a whole, what other services the organization could provide. How has this increased your knowledge about violence in our society?

Attendance Policy

Attendance is required. Each day, sign-in sheets will be available at the front of the room before class; sheets will also circulate as class begins. Sign in once and only for yourself: signing in for another student is an act of academic dishonesty and will be treated as such. It is your responsibility to sign in if you are present; if you do not sign an attendance sheet, then you will be considered absent. If UGA is in session, and hence we meet for class, then you are expected to be in class. There are no "excused" absences. The way to approach attendance in this and the rest of your classes is to make it a priority and a habit. If you miss more than 30% of the classes which is about 13 classes then you will get 3 points deducted from your final grade. If you attend every single class you may get 1 extra point on your FINAL grade. Miss 1 class and you can get 3 points added to a test grade; miss only 2 classes get 2 point added to a test grade, As an instructor, I will strive to be on time and prepared, and I expect the same from you. **Therefore, if you are more than 15 minutes late, you are welcome to join the class session, but you will be recorded as absent for the day; the same policy holds for those who leave the session early.**

Academic Honesty:

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. A few examples of academic dishonesty are copying answers from another student during an exam, giving a false excuse for failing to show up for an exam, signing in for another student on an attendance sheet, making use of old exams from this course, or taking a copy of an exam from our classroom. Students who assist other students in academically dishonest acts are in violation of the policy of academic honesty. A full version of the UGA policy regarding academic honesty, "A Culture of Honesty," can be found at http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

Classroom Etiquette:

The success of a class depends upon your cooperation and consideration. I expect you to arrive and be seated by the time class is set to begin. Other behaviors which are discourteous and distracting to me and your fellow students are **reading the newspaper, talking, and cell-phone interruptions** (please set your phone so that it does not ring in class, put it away and off your desk). **Laptops are no longer permissible in class.** Because of the wireless distraction to both the instructors and fellow classmates (plus, research showing students taking notes on laptops do worse in class), **laptops are not allowed** in this class. The only exception to this rule is on days when we will be doing

group activities that utilize computers and the internet. On days when we do these activities, I will ask you to bring in your laptop.

No one should leave the class or group discussions early **FOR ANY REASON** without clearing it with the instructor/leader before class starts. The instructor/leaders reserve the right to give quizzes, assign papers, etc., if it becomes obvious that discussions are falling flat, students are excessively absent, and the readings are not being done in a timely fashion. *I reserve the right to withdraw students from the class (with either a grade of W or WF) who I determine to be disruptive.*

I want you to have a good experience in this class. If there is something on your mind that you would like me to address, then please let me know about it. Remember that I can only respond to the information and feedback that you provide.

GRADES

Test 1	100 points
Test 2	100 points
Test 3	100 points
Theory Paper OR Community Resource Assignment	100 points
Media Log	180 points
Total	580 points

Grades are assigned on the basis of the following Plus/Minus scale: 94-100=A, 90-93=A-, 87-89=B+, 84-86=B, 80-83=B-, 77-79=C+, 74-76=C, 70-73=C-, 60-69=D, 0-59=F. **Note: For sociology/social science majors, a grade of C- or less will NOT count towards major course work.** Franklin College requires students to earn a grade of “C” or better in major required courses . For more on Plus/Minus grading: <http://www.bulletin.uga.edu/PlusMinusGradingFAQ.html#Q12>

CLASS TOPICS

General class topic	Specific topics	Dates	Readings
Intro	First day/ syllabus	8/17/09	
Scope of Problem/ Studying Violence		8/19/09	Criminal Violence Chapters 1 & 3
Theories of Violence		8/21-8/28	Criminal Violence Chapter 4 / Collective Violence Chapters 1, 2
Domestic Violence		8/31-9/14	Criminal Violence Chapter 9 / Handouts
	DV video	9/2-9/9; off for labor day on 9/7	
	Interpersonal Violence		

	Child Abuse		
	Dating Violence		
Test 1		9/16/09	
Sexual Violence		9/18-9/25	Criminal Violence Chapter 7, Handouts
	Sexual Assault/Rape		
	Presentation	When: September 29, 2008 Where: SLC 248 Time: 7pm	
	DAY OFF (in replacement for going to presentation)	9/25/09	
	Sex Trafficking, Bride Kidnapping, etc.		
Homicide		9/28/-10/2	Criminal Violence Chapter 5
	Statistics		
	Mass Murder		
	Serial Killing		
School Violence		10/5-10/12	Criminal Violence Chapter 11 / Handout
		10/9	First ½ of media log due in class
	Bullying, General School Violence		
	School Shootings		
	Video		
	Prevention		
Gangs		10/14-10/16	Criminal Violence Chapter 12/ Collective Violence Chapter 8
Hate Crimes/Hate groups		10/19-10/26	Handout / Criminal Violence Chapter 8 / Collective Violence ch. 7 p. 120-128
	Hate crime activity		
	Hate crimes		

	Hate groups activity		
Test 2		10/28/09	
Domestic Terrorism		11/2	Criminal Violence Ch. 15 / Handout / Collective Violence Ch. 5 p. 66-72
Ethnic Conflict		11/4	Handouts
Genocide		11/4-11/16	Collective Violence Ch. 7 p. 128-142 / Handouts
	Video		
International Terrorism		11/16-11/20	Criminal Violence Ch. 16 / Collective Violence Ch. 5
War			Handouts
	Techniques of War	11/30-12/7	
	Video- Why we fight		
		12/2	Theory paper or community assignment paper due in class
		12/7	Second ½ of media log due in class
Catch up Day/possibly off		12/8	
Test 3		Exam day	
Handouts will be available on elearning commons before you are supposed to read them.			

**** The course syllabus following provides a general plan for the course; deviation may be necessary.** Check elearning commons for most update schedule.

HUMAN RIGHTS STATEMENT

All students should know that the Department of Sociology has a Human Rights Committee for the resolution of student grievances. Any student registered for a sociology course at the University of Georgia who feels that he or she has not been treated in a fair or professional manner by an instructor is advised to follow these procedures:

- (1) The student should discuss his or her problems with the instructor of the course, unless extenuating circumstances prohibit this.

- (2) If that discussion does not resolve the grievance, the student should then discuss the problem with the Head of the Department of Sociology.
- (3) If that discussion does not resolve the grievance to the satisfaction of the student, the student may request the activation of the Human Rights Committee by submitting a letter to the Chairman of the Human Rights Committee, Department of Sociology, University of Georgia.

The Human Rights Committee will have the responsibility of investigating all charges in accordance with procedures on file in the Sociology office, copies of which are available to students. The Committee will also have the responsibility of making recommendations in writing to the Department Head, copies of which will be made available to the student complainant and the instructor involved. The Department Head will review the recommendations and make a decision in writing, with copies to the student complainant and the instructor or staff member involved. Any appeal of that decision must be to the Dean of the College of Arts and Sciences.