

Loyola University New Orleans
Advanced Common Curriculum – Social Science Elective
CRJU X320-051 and SOCI X320-051 – *Violence and Human Rights*

Violence and Human Rights – Spring 2015

Dr. Lydia Voigt, University Distinguished Professor
Office: Marquette Hall 304
Telephone: 504-865-2573 (O); 985-845-0725 (H); 646-725-6366 (M)
E-mail: voigt@loyno.edu

Course Information

This 3 credit-hour course meets the requirements for the Advanced Common Curriculum – Social Science Elective.

Meeting place: 401 Marquette Hall; Time: Thursdays (TR), 6:20-9:00 pm

Course Purpose and Description

Using the lens of the social scientific perspective and analytical tools, this course provides a broad, interdisciplinary understanding of the complexities, controversies, and issues surrounding two major social problems facing humanity in the world: violence and human rights violations. Resting on the premise that the concepts of violence and human rights are not unrelated, this course engages students in a comprehensive study of these concepts, which not only examines the relationship between violence and human rights, but also engenders the idea that a greater commitment to human rights is arguably the most effective antidote to violence. Drawing upon sociology, criminology, anthropology, psychology, political science, economics, and history as well as professional specialty areas including criminal justice, law, and public health, this course is designed to encourage students to develop an appreciation for scientifically constructed knowledge and to apply critical thinking and analytical techniques in assessing various databases, theories of causation, social policies, and solutions. Special emphasis is given to social policies that are intended to prevent and control violence and human rights violations, paying particular attention to the underlying theoretical assumptions and their social justice implications. The relationship between science and social policy as well as questions associated with the ethics and politics of scientific theory and research related to violence and human rights is considered on state, national, and international levels.

Student Learning Goals/Outcomes

Violence and Human Rights is an experiential course that is intended to be highly interactive and collaborative. It seeks to engage students in their learning both in class and outside of class and is organized around the following Student Learning Goals/Outcomes:

Upon completion of this course students will demonstrate:

- (1) **Understanding and appreciation of the social scientific perspective/reasoning** and scientifically constructed knowledge related to the social problems of violence and human rights violations including the ability to apply concepts and critical thinking skills learned in this class to other thematic/subject areas and social problems;
- (2) **Advanced use of critical thinking skills** including the ability to be critical consumers of social scientific literature and to articulate (orally and in writing) the distinction between good and bad research related to violence and human rights and other topics;
- (3) **Sensitivity to social justice issues** associated with violence and human rights research and the uses of social science research in justification of social policies;
- (4) **Professional competence in synthesizing and analyzing social scientific information** including the ability to conduct comprehensive literature searches and reviews; critically assess the underlying assumptions,

Loyola University New Orleans
Advanced Common Curriculum – Social Science Elective
CRJU X320-051 and SOCI X320-051 – *Violence and Human Rights*

- methodologies, and theories; draw conclusions from data noting strengths and weaknesses of data; and effectively communicate (orally and in writing) the significance of findings/results and uses of information;
- (5) **Engagement with the community** in solidarity with the needs of community members and in support and advocacy of social justice and human rights – striving “to be men and women with and for others.”

Required Readings

Judith Blau and Mark Frezzo. *Sociology and Human Rights: A Bill of Rights for the Twenty First Century*. Thousand Oaks, CA: Sage, 2012. [ISBN: 978-14-1299-1384]

Charles Derber. *The Wilding of America: Money, Mayhem, and the New American Dream* (6th Edition). New York, NY: Worth Publishers, 2014. [ISBN: 978-1-4641-0-5432]

William E. Thornton, Lydia Voigt, and Dee Wood Harper. *Why Violence? Leading Questions Regarding the Conceptualization and Reality of Violence in Society*. Durham, NC: Carolina Academic Press, 2013. [ISBN: 978-1-59460-867-4]

Summary of Course Requirements

- I. Critical Review of Charles Derber’s *The Wilding of America: Money, Mayhem and the New American Dream* – 25% of final grade.** Critical review should be approximately 5-8 double-spaced, typed pages in length. **Due date: Thursday, February 5, 2015.**
- II. Class Presentation – 25% of final grade.** Students will be assigned to one of the topics (along with corresponding date of presentation) listed on page 13 during the first week of class. Student presentations will be held in class on **March 5, 19, and 26** (if needed). Class presentations are expected to be approximately 15 minutes in length per student; in addition to the presentation, each student is expected to post his/her *PowerPoint* presentation slides (including list of references/bibliography) on the class *Blackboard* site at least one day prior to the day of the presentation. Class members are expected to review the materials associated with each topic and come to class with prepared questions for the Q&A following each presentation.
- III. Please select ONE of the following options:**
- Community-Engaged Learning Project – 20% of final grade.** Students who select the Community Engagement Project (TBD) will be expected to participate in a semester-long community engagement project. Students will be expected to share reflections of their experiences with class members several times during the semester. **Summative reflective analyses** (approximately 5 double-spaced, typed pages) linking relevant course content and materials with students’ community experiences and any experientially relevant readings will be shared in class and submitted in writing on Thursday **April 16th, 2015**. Further details will be forthcoming.
- OR**
- Critical Review of Lisa Hajjar’s book, *Torture: The Sociology of Violence and Human Rights*** (New York, NY: Routledge Press, 2013) [ISBN: 978-0-415-51806-2] – **20% of final grade.** Students’ critical reviews should be approximately 5 double-spaced, typed pages in length. Critical reviews including outside research on selected book topic as well as linkage with relevant course content and materials will be shared in class and submitted in writing on Thursday, **April 16th, 2015**. Further details will be forthcoming.

Loyola University New Orleans
Advanced Common Curriculum – Social Science Elective
CRJU X320-051 and SOCI X320-051 – *Violence and Human Rights*

- IV. Term Paper/Project: Violence and Human Rights Violations in the Media - Collection of a minimum sample of 25 cases and analysis** based on course-related lectures and materials (posted on our class *Blackboard* site) on the social construction of violence and justice including Ray Surette's (2015) observations of the mediated world of crime and justice and his concepts of new media and social constructionism – **30% of final grade**. Term paper (approximately 8 double-spaced, typed pages in length) including a review of outside research/sources on the portrayal of violence/human rights violations in the media, description/analysis of sample of cases, and comprehensive bibliography is due on **Thursday, May 7, 2015**.
- V. Want to go to prison? Extra credit.** On Thursday, **March 12, 2015**, a field trip to the Louisiana State Penitentiary in Angola, Louisiana is planned for the class. It is an all-day event (**our class that evening is cancelled**). One-page experiential reflection due in class April 9th. Students who are unable to participate in the field trip, but who desire to have an opportunity to get extra credit, may submit a critical book review on Michelle Alexander's book, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (New York, NY: The New Press, 2012) [ISBN: 978-1-59558-643-8]. Book review (approximately 3 pages) due April 9th.
- VI. All students are expected to participate in class discussions and class projects.** Exceptional contributions will be recognized with 5 bonus points added to the final grade.

Course Decorum/Policies

Successful learning depends on individual engagement and involvement in the process of learning. We learn most when we are maximally engaged in our own learning by listening, writing, questioning, interacting and sharing, and applying knowledge and ideas and skills in our daily lives. To maximize our learning this class has been designed to be experiential and collaborative – representing a community of learners/scholars – where information and experiences are shared, assertions questioned, hypotheses tested, issues debated, conclusions analyzed, and where critical reflection is a norm. In our class we will be working together as a team and it is important to underscore that our teamwork requires commitment and cooperation from all team members. For this reason students in this class are responsible for being actively engaged in all aspects of the course.

- **Class Participation and Attendance:** Consistent, ongoing participation (i.e., contributions to class discussions and engagement in class activities and class projects) is vital to learning and success in this class. All students are expected to come to class prepared and to actively and respectfully partake in class

Loyola University New Orleans
Advanced Common Curriculum – Social Science Elective
CRJU X320-051 and SOCI X320-051 – *Violence and Human Rights*

discussions (both in class and online). To this end all class members must endeavor to be punctual and regular in their class attendance. Excessive absences will result in grade penalties or failure (after two excused absences, five points per absence will be subtracted from the final grade). In addition all students are expected to sign up on the course *Blackboard* site and participate in online exercises and discussions/chats (using the “Discussion Board”) as well as routinely check for announcements and posted handouts/resources/materials associated with each class (handouts will be posted under “Course Materials”). Exceptional participation (in class and online) will be recognized with 5 bonus points added to final grade. **Please note: In the event that there is an interruption to our course due to the cancellation of classes by the university as a result of an emergency such as a hurricane, we will continue our course on *Blackboard* within 48 hours after cancellation.**

- **Assignments:** All assignments must address the required points and questions contained in their respective descriptions (see “Detailed Description of Course Assignments and Expectations,” pages 15-19 below) including citations or source documentation and comprehensive bibliography (in APA or MLA style/format). All completed assignments must be posted on their designated due dates on the class *Blackboard* site under “Assignments” (all submissions must be proofread and polished). Late submissions will result in grade penalties or failure (five points per late day subtracted from grade). **Due to strict scheduling this semester, all in-class presentations must take place as scheduled.** A missed presentation may lead to failure or necessitate withdrawal from the course.
- **Grading Policy:** All assignments are graded on a letter grade scale, which may be converted to numerical values as follows: A (92-100), A- (88-91), B+ (85-87), B (82-84), B- (78-81), C+ (75-78), C (70-74), C- (67-69), D(55-66), F (54 and under).
- Students who believe that they may need **disability accommodations** in this class are encouraged to check online: <http://www.loyno.edu/arc/disability-services> and contact a counselor in the **Office of Disability Services in Marquette Hall, Room 112**, or by telephone at **504-865-2990** as soon as possible to ensure that such accommodations are implemented in a timely fashion. If you wish to receive test accommodations (e.g., extended test time), you will need to give the course instructor an official *Accommodation Form* from Disability Services.
- If for reasons of serious illness or other personal emergency you are unable to complete the course requirements as scheduled, you must speak with the professor regarding approval of a grade of “I” (Incomplete). Please note that grades of “I” change to “F” automatically if the course is not completed and the grade changed by the sixth week of the subsequent term, excluding summer terms.
- The **Academic Honor Code** will be strictly enforced (please review the policy online: <http://www.2013bulletin.loyno.edu/academic-honor-code>). All work must represent each student’s own efforts.
- **Office Hours:** All students are encouraged to come to office hours: Tuesdays and Thursdays 12:30 -1:45 and 3:30 - 5:00 p.m. or by appointment.
- Students are welcome to bring to class laptops or other technology tools that may be used for taking notes or managing information. However, these tools must be used respectfully. Cell phones should be turned to silent or vibrate. Please refrain from surfing the Web and chatting on your laptops or texting during class – such activities are distracting to the professor and other members of the class.
- **University Emergency Policies and Procedures:**
At times, ordinary university operations are interrupted as a result of tropical storms, hurricanes, or other emergencies that require evacuation or suspension of on-campus activities. To prepare for such emergencies, all students will do the following during the first week of classes:
 1. Practice signing on for each course through *Blackboard*.
 2. Provide regular and alternative e-mail address and phone contact information to each instructor.

Loyola University New Orleans
Advanced Common Curriculum – Social Science Elective
CRJU X320-051 and SOCI X320-051 – *Violence and Human Rights*

In the event of an interruption to our course due to the result of an emergency requiring an evacuation or suspension of campus activities, students will:

3. Pack textbooks, assignments, syllabi and any other needed materials for each course and bring during an evacuation/suspension.
4. Keep up with course work during the evacuation/suspension as specified on course syllabi and on-line Blackboard courses.
5. Complete any reading and/or writing assignments given by professors before emergency began.

Assuming a power source is available....

6. Log on to University Web site within 48 hours of an evacuation/suspension.
7. Monitor the main university site (www.loyno.edu) for general information.
8. Log on to each course through *Blackboard* or e-mail within 48 hours of an evacuation/suspension to receive further information regarding contacting course instructors for assignments, etc.
9. Complete Blackboard and/or other online assignments posted by professors (students are required to turn in assignments on time during the evacuation/suspension period and once the university campus has reopened.)
10. Contact professors during an evacuation/suspension (or as soon as classes resume on campus) to explain any emergency circumstances that may have prevented them from completing expected work.

Further information about student responsibilities in emergencies is available on the Academic Affairs web site: <http://academicaffairs.loyno.edu/students-emergency-responsibilities>.

Tentative Course Outline

UNIT I: Introduction and Overview of Course and Key Concepts (Weeks 1 & 2)

The Concepts of Violence, Human Rights, and Democracy: Definitions and Interrelationships

Discussion of Peter Iadicola and Anson Shupe's *Violence, Inequality, and Human Freedom*

- Individual Level
- Institutional Level
- Structural Level

Critical Issues Relevant to Understanding Violence, Democracy, and Human Rights

Loyola University New Orleans
Advanced Common Curriculum – Social Science Elective
CRJU X320-051 and SOCI X320-051 – *Violence and Human Rights*

Readings: Judith Blau and Mark Frezzo's *Sociology and Human Rights: A Bill of Rights for the Twenty First Century* (required); William E. Thornton, Lydia Voigt, and Dee Wood Harper. *Why Violence: Leading Questions Regarding the Conceptualization and Reality of Violence in Society* (required); See recommended readings: Peter Iadicola and Anson Shupe. *Violence, Inequality, and Human Freedom* (optional); Michael Freeman. *Human Rights: An Interdisciplinary Approach* (optional); Douglas P. Fry. *The Human Potential for Peace: An Anthropological Challenge to the Assumptions about War and Violence* (optional). Martin Boersma and Hans Nelen. *Corruption & Human Rights: Interdisciplinary Perspectives* (optional).

Discussion questions: Why is the concept of violence considered to be conceptually ambiguous and ubiquitous? What significance or relevance does the conceptual nature of violence have on the scientific study of violence? How are violence, social justice, and human rights intertwined?

Unit I: Student Learning Goals/Outcomes:

- A. Understand and articulate (orally and in writing) the cultural, legal, and scientific definitions/conceptualizations of violence and formulate critical questions when examining a position or perspective, especially with respect to:
 1. Empirical quality of argument – fact vs. opinion
 2. Cause and effect relationships – cause vs. correlation
 3. Information distortion – bias, faulty analogy, oversimplification, stereotyping, and faulty generalizations.
- B. Understand and articulate the different levels of violence (i.e., individual/interpersonal; institutional; and structural levels) and the corresponding forms and patterns of violence.
- C. Understand and articulate the power relationships among the victims and perpetrators in different levels of violence and how legitimacy/illegitimacy of violent acts is determined.
- D. Apply concepts and analytical skills in a class discussion on the relationship among violence, inequality, human rights, and human freedom.

UNIT II: The Social Construction of Violence and Human Rights (Week 3)

Historical Patterns of Violence and Human Rights Violations in the United States

Cross-National Patterns and Comparisons of Violence and Human Rights Violations

Competing Conceptual Models/Perspectives of Violence/Human Rights Violations and Policy Implications:

- Scientific/Criminological
- Criminal Justice
- Public Health
- Human Rights

Readings: William E. Thornton, Lydia Voigt, and Dee Wood Harper's *Why Violence: Leading Questions Regarding the Conceptualization and Reality of Violence in Society* (required); Peter Iadicola and Anson Shupe's

Loyola University New Orleans
Advanced Common Curriculum – Social Science Elective
CRJU X320-051 and SOCI X320-051 – *Violence and Human Rights*

Violence, Inequality, and Human Freedom (optional); Steven Pinker's *The Better Angels of Our Nature: Why Violence Has Declined* (optional); Martin Boersma and Hans Nelen's *Corruption & Human Rights: Interdisciplinary Perspectives* (optional); Randolph Roth's *American Homicide* (optional); Philip Cook and Kristin Goss' *Guns in America: What Everyone Needs to Know* (optional); Michelle Alexander's *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (optional); Katherine Beckett and Steve Herbert's *Banished: The New Social Control in Urban America* (optional).

Discussion questions: Has violence declined historically? What type of evidence is used to compare the prevalence of violence in different historical periods? Is the United States more violent than other nations in the world? What type of evidence is used for comparative international studies of violence? Is there evidence of a subculture of violence (e.g., is there any evidence of a southern culture of violence)? What is the relationship among violence, corruption, and human rights violations?

Unit II: Student Learning Goals/Outcomes

- A. Understand and articulate (orally and in writing) aspects of the history of violence and apply critical questions associated with scientific thinking and various research methods to assess the American history of violence thesis.
- B. Understand and articulate aspects of American violence in relation to cross-national comparisons and apply critical questions associated with scientific thinking and various research methods to assess comparative international statistics on violence and human rights violations.
- C. Understand and articulate the meaning and significance of the phrase: “the social construction” of violence in society.
- D. Understand and articulate the different perspectives on violence and related social policy implications.
- E. Apply concepts/analytical skills in a critical book review of Charles Derber's *The Wilding of America*.

UNIT III: Violence as a Social Problem/Human Rights Violations as a Social Problem (Weeks 4 and 5)

Review of Herbert Blumer's “Defining Social Problems: The Social Process Model” (See associated course materials posted on *Blackboard*)

The Role of Media in Defining Social Problems such as Violence/Human Rights Violations

An Analytical View of the Social Construction of Crime, Violence, and Justice with special emphasis on Ray Surette's (2015) Concepts of New Media and Social Constructionism (See associated course materials posted on *Blackboard*)

Class Discussion of Charles Derber's *The Wilding of America: Money, Mayhem, and the New American Dream* (6th Ed.) (New York, NY: Worth Publishers, 2014)

Loyola University New Orleans
Advanced Common Curriculum – Social Science Elective
CRJU X320-051 and SOCI X320-051 – *Violence and Human Rights*

Please note: Critical book review on Charles Derber's *Wilding in America* is due in class on Thursday, February 5, 2015

Readings: William E. Thornton, Lydia Voigt, and Dee Wood Harper, *Why Violence: Leading Questions Regarding the Conceptualization and Reality of Violence in Society* (required); Please review class handout: "Herbert Blumer's Five Successive Stages in the Process of Defining Social Problems" (posted on *Blackboard* under "Course Materials"); Charles Derber, *Wilding in America: Money, Mayhem, and the New American Dream* (required); Herbert Blumer's "Social Problems as Collective Behavior," *Social Problems*, 1971, 18: 298-305 (optional);); summary of R Surette's key concepts of new media and social constructionism (posted on *Blackboard*) (required); **Recommended Readings:** Ray Surette's *Media, Crime, and Criminal Justice* (highly recommended); Michelle Alexander's *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (optional); Katherine Beckett and Steve Herbert. *Banished: The New Social Control in Urban America* (optional); Lisa Hajjar, *Torture: The Sociology of Violence and Human Right* (optional).

Discussion questions: Why do you think the public is aware of certain types/aspects of violence, but unaware of many other types of violence (e.g., structural human rights violations such as homelessness)? How do certain Social Problems become top national agenda issues? How do the media influence our understanding of violence and justice? How can Blumer's model be applied to our understanding of the problem of violence or human rights violations? Why are some instances of human rights violation ignored (e.g., violations or acts of "Wilding" resulting from white collar crimes or political corruption)? How do the insights of Blumer and Charles Derber together contribute to our understanding of violence as a social problem and human rights violations illustrations of structural violence? How does the social construction process and the media affect the public's understanding of violence and human rights? What is the relationship between inequality and the patterns of violence? What is the relationship among violence and human rights and human freedom?

Unit III: Student Learning Goals/Outcomes

- A. Understand and articulate (orally and in writing) the stages (with illustrations) in the process that determines what issues are publicly recognized as "social problems" in our society.
- B. Understand and articulate the media's role in the creation of social problems and their portrayal – how is violence typically presented to the public?
- C. Understand and articulate the relationship between violence, human rights violations, and such problems as homelessness.
- D. Understand and articulate the meaning and significance of homelessness as a form of structural violence.
- E. Apply the concepts/analytical skills in a critical review of *Wilding in America: Money, Mayhem, and the New American Dream* and in a reflective discussion of a selected illustration of "Wilding".

Loyola University New Orleans
Advanced Common Curriculum – Social Science Elective
CRJU X320-051 and SOCI X320-051 – *Violence and Human Rights*

**UNIT IV: The Measurement and Social Scientific Study of Violence/Human Rights (HR)
(Weeks 6, 7, and 8)**

The Measurement and Extent of Violence/Human Rights Violations

A Review of the Resources for the Study of Violence/Human Rights:

- Indexes and Abstracts
- Professional/Scientific Journals
- U.S. Government Sponsored Research (Data Repositories/Clearinghouses) & International Data Sources

Demographic Patterns of Victims and Perpetrators of Violence/ Human Rights Violations

- Age
- Gender
- Race and Ethnicity
- Social Economic Status

The Research and Evaluation Process

- The Scientific Method
- Criteria for Evaluating Theories and Research
- The Ethics and Politics of Theory and Research

Discussion questions: What is the current incidence/rate and general pattern of different forms of violence/human rights violations? How are the rates and patterns distributed according to the variables of gender, race and ethnicity, and social class of victims and perpetrators? Who are the “typical” victims and perpetrators of violence/human rights violations? What are the critical thinking questions associated with the steps of the Scientific Method? What are the differences between the Research Process Model and the Evaluation Process Model? What questions differentiate the ethics from the politics of science and research?

Readings: Please peruse some of the main sources of data related to violence and human rights violations, for example: *Crimes in the United States: Uniform Crime Report* (UCR) (www.fbi.gov); and *National Crime Victimization Surveys* (NCVS) (www.ojp.usdoj.gov/ovc/); U. S. Department of Justice; United Nations World Health Organization; International Police Organization; Amnesty International; UNESCO Human Rights: Comments and Interpretations (1949); United Nations General Assembly, Human Rights Council; U N Office of the High Commissioner for Human Rights; William E. Thornton, Lydia Voigt, and Dee Wood Harper, *Why Violence: Leading Questions Regarding the Conceptualization and Reality of Violence in Society* (required);

Unit IV: Student Learning Goals/Outcomes

- A. Understand and articulate (orally and in writing) the strengths and weaknesses and uses of information related to various national and international databases on violence and human rights violations.
- B. Understand and articulate the structure of social scientific knowledge and the key elements of scientific investigation including the steps in the scientific method and formulate the critical questions associated with scientific thinking and various research methods.
- C. Understand and differentiate between the ethics and politics of scientific theory and research related to

Loyola University New Orleans
Advanced Common Curriculum – Social Science Elective
CRJU X320-051 and SOCI X320-051 – *Violence and Human Rights*

violence and human rights violations as well as social justice implications.

UNIT V: Causes of Violence and HR Violations (Weeks 9 and 10)

Micro-level Theories/Perspectives: Biological, Psychological, and Sociological

Macro-level Theories/Perspectives: Sociological and Critical/Conflict

Understanding Theoretical and Research Differences among Interpersonal, Institutional, and Structural Levels of Violence and Human Rights Violations

Discussion questions: Micro Level: Are some people inherently more dangerous/corrupt than others? How do we reconcile the nature/nurture controversy? Can individual dangerousness/corruption be predicted? Does mental illness cause violent behavior or corruption? Macro Level: Are some societies or cultures more violent than others? What is the relationship between power and social definitions of violence and human rights violations? How do power relationships in society weigh in/affect our perceptions of what is socially considered legitimate or illegitimate definitions and uses of violence or what human rights violations are ignored?

Readings: Please peruse some of the main sources of data related to violence and human rights violations, e.g., *Crimes in the United States: Uniform Crime Report (UCR)* (www.fbi.gov); and *National Crime Victimization Surveys (NCVS)* (www.ojp.usdoj.gov/ovc/); U. S. Department of Justice; United Nations World Health Organization; International Police Organization; Amnesty International; UNESCO Human Rights: Comments and Interpretations (1949); United Nations General Assembly, Human Rights Council; U N Office of the High Commissioner for Human Rights; William E. Thornton, Lydia Voigt, and Dee Wood Harper, *Why Violence: Leading Questions Regarding the Conceptualization and Reality of Violence in Society* (required); William Pawlett, *Violence, Society and Radical Theory* (optional); Lisa Hajjar, *The Sociology of Violence and Human Rights* (optional); Vittorio Bufacchi, *Violence and Social Justice* (optional).

Unit V: Student Learning Goals/Outcomes

- A. Understand and articulate (orally and in writing) the main identifying features of micro and macro level of theories including the theoretical/research differences among Interpersonal, Institutional, and Structural levels of explanation/theoretical models.
- B. Understand and articulate (orally and in writing) the differentiating characteristics of key causal models, i.e., biological, psychological, sociological, and conflict perspectives/ theories of violence/HR violations.
- C. Understand and articulate (orally and in writing) the methodological strengths and weaknesses including the relative strengths and weaknesses of scientific evidence supporting various types of theories.
- D. Apply concepts and critical skill in identifying the theoretical strengths and limitations of various studies of violence and HR violations and corresponding supportive evidence, including the ability to:
 1. Assess the validity and reliability of different types of data.
 2. Assess the strengths and weaknesses of various research methods
 3. Assess the scientific merits of different theoretical approaches.

Please Note: There will be no class on February 19th. The University will be closed for Mardi Gras Holidays, February 16-20, 2014.

UNIT VI: Class Presentations: The Study of the Patterns and Extent of Specific Types of Violence/Human Rights Violations (Weeks 11, 12, and 13)

PLEASE NOTE: Student class presentations will take place on March 5, 19, and 26th if needed). The Angola State Penitentiary field trip will take place on March 12th, 2015; there will be no class on the evening of March 12th. Also, please note that the University Easter Holiday extends from Monday, March 30th to Monday, April 6th.

Student class presentations will take place over approximately a two-week period. All student presentations must follow the outline below:

- Provide a definition (including legal definition if applicable) and description of level of Violence and Human Rights Violations related to your assigned topic
- Measurement and extent of the problem related to your topic (cite current statistics and references)

- **Description of the typical perpetrators and victims**
- **Relevant causal theories or explanatory models and associated solutions**
- **Common myths and critical analysis**
- **Bibliography and supportive documentation**
- **Q&A**

UNIT VI: Student Learning Goals/Outcomes

- A. Demonstrate effective planning and technological/professional competence with respect to the development of presentations.**
- B. Demonstrate evidence of ability to conduct thorough literature searches and critical reviews on various violence/human rights topics and identify key characteristics that differentiate various forms and patterns of violence and HR violations, including typical victims and perpetrators.**
- C. Demonstrate ability to identify common myths that are associated with various types of violence/HR violations and provide critical analysis.**
- D. Demonstrate knowledge of subject matter and key issues related to assigned topic through spontaneously and knowledgeably responding to questions posed by class members and the professor.**

Loyola University New Orleans
Advanced Common Curriculum – Social Science Elective
CRJU X320-051 and SOCI X320-051 – *Violence and Human Rights*

**VIOLENCE/ HUMAN RIGHTS VIOLATIONS
PANEL THEMES & ASSOCIATED SAMPLE TOPICS**

Individual/Interpersonal Violence/Human Rights Violations

I. Criminal Violence:

- Homicide (national patterns, New Orleans patterns, international comparisons)
- Multicide (mass murder, serial murder)
- Rape (stranger, acquaintance)
- Robbery (general/bank robbery)
- Assault/Battery (general trends - not domestic related)
- Hate Crimes

II. Domestic/Intimate Violence:

- Abuse of Children
- Abuse of Spouses/Intimates
- Abuse of Siblings
- Abuse of Elderly
- Murder in the Family

Institutional Violence/Human Rights Violations

III. Institution-Specific or Occupation-Specific Forms of Violence:

- Government (Public Policies, Law Enforcement, Political Corruption)
- General Hospitals/Nursing Homes/Mental Health Hospitals or Facilities (patients/ medical personnel)
- Schools/Universities
- Workplace/Corporations
- Religious Institutions
- Economic (e.g., response to homelessness)
- Mass Media
- Cyber Violence (Cyberbullying; Cyber Terrorism)

Collective Violence/Human Rights Violations

IV. Collective Movements & Crowd Violence

- Collective/Crowd Behavior
- Protests/ Demonstrations: American Labor, Civil Rights, Anti-war
- Sports Violence (participants, spectators)

V. Organized Violence

- Juvenile Gangs
- Organized Crime (e.g., Mafia, etc.)
- Terrorism

Structural Violence/Human Rights Violations

V. State-Sanctioned Violence

- Criminal Justice (Capital Punishment); mass incarceration
- Militarism (historical forms, contemporary forms)
- State-sanctioned Inequality and Human Rights Violations

UNIT VII: The Metaphor of Violence vs. the Metaphor of Peace (Week 14)

The Rhetoric and Politics of Violence and Peace

Working for Peace through Conflict Resolution: Theory and Practice

Readings: William E. Thornton, Lydia Voigt, and Dee Wood Harper, *Why Violence: Leading Questions Regarding the Conceptualization and Reality of Violence in Society* (required). Handout: Georg Simmel's "Conflict Propositions" (posted on *Blackboard* under "Course Materials") (required); Robert Bohm and Jeffery Walker's *Demystifying Crime and Criminal Justice* (optional); Roger Fisher, William Ury, and Bruce Patten's *Getting to Yes: Negotiating Agreement without Giving In* (optional); George Lakoff and Mark Johnson's *Metaphors We Live By* (optional); Joel Dvoskin's, et al. *Using Social Science to Reduce Violent Offending* (optional); and Douglas Fry's *The Human Potential for Peace: An Anthropological Challenge to Assumptions about War and Violence*.

Discussion questions: Does use of vitriolic words/symbols (e.g., use of violent metaphors) lead to violent action? What are some common metaphors of violence used in our daily discourse/ in political discourse? What is the evidence of success related to the use of conflict resolution? Why Violence and Why not Peace? How has social scientific research contributed to reducing violence in society?

Please Note: Class discussion/sharing: Reflections related to community engagement project and critical book reviews will take place in class on April 16th, 2015.

UNIT VII: Student Learning Goals/Outcomes

- A. Understand, identify, and articulate (orally and in writing) common metaphors of violence in everyday interactions.
- B. Understand, identify, and articulate the consequences of violence metaphors in everyday life.
- C. Understand and apply the principles and values of Conflict Resolution.
- D. Engage in the community or conduct a critical book review - apply concepts discussed in class and critical thinking skills obtained in this course in work related to a community project/book review and demonstrate understanding, empathy and sensitivity for issues related to social justice and human rights.

UNIT VIII: Violence and Human Rights and the Global Order (Weeks 15 and 16)

Concluding Comments – April 30th, 2015:

- **Course Highlights and Key Themes**
- **Alternatives for Thinking about Social Change: Critical Post Modernism and Critical Reflections on Violence, Human Rights and Social Justice**

Discussion of Judith Blau and Mark Frezzo's *Sociology and Human Rights: A Bill of Rights for the Twenty First Century* (Thousand Oaks, CA: Sage, 2012).

Please Note: Term projects related to case studies of Violence/Human Rights Violations covered in the media including critical analysis are due in class on Thursday, May 7th, 2015.

UNIT VIII: Student Learning Goals/Outcomes

- A. Synthesize information obtained in the course and articulate (orally and in writing) a social scientific conceptualization of the social reality of violence in society and a critical analysis of the relationship of the social construction of violence, human rights, and our democratic principles and values.**
- B. Understand, identify, and articulate the alternatives for thinking about change: critical postmodernism and critical reflection related to peace and violence and human rights.**
- C. Apply critical thinking skills associated with this course (e.g., critical thinking elements associated with the scientific process) in a comprehensive review and analysis of Violence/HR Violations coverage in the Media (including review of Surette's *Media, Crime and Criminal Justice* and selected sample of case studies).**
- D. Engage in the community or critical review of book - apply concepts and critical thinking skills obtained in this course in work related to a community project/critical book review and demonstrate empathy and sensitivity for issues related to social justice and human rights.**

Loyola University New Orleans
Advanced Common Curriculum – Social Science Elective
CRJU X320-051 and SOCI X320-051 – *Violence and Human Rights*

Recommended Readings

Michelle Alexander's book, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (New York, NY: The New Press, 2012) [ISBN: 978-1-59558-643-8].

Greg Barak. *Violence, Conflict, and World Order: Critical Conversations on State-Sanctioned Justice*. New York, NY: Rowman & Littlefield Publishers, Inc. 2007.

Leo Barrile's (2014), "I forgive you, but you must die: Murder victim family members, the death penalty, and restorative justice," in *Victim and Offenders: An International Journal of Evidence-based Research, Policy and Practice*, DOI: [10.1080/15564886.2014.925022](https://doi.org/10.1080/15564886.2014.925022) (posted on the class Blackboard site).

Richard J. Bernstein. *Violence: Thinking without Banisters*. Malden, MA: Polity Press, 2013.

Martin Boersma and Hans Nelen. *Corruption & Human Rights: Interdisciplinary Perspectives*. Oxford, UK: Intersentia, 2010.

Robert Bohm and Jeffery Walker. *Demystifying Crime and Criminal Justice*. New York, NY: Oxford University Press, 2012.

Henry H. Brownstein. *Social Reality of Violence and Violent Crime*. Needham, MA: Allyn and Bacon, 2000.

Vittorio Bufacchi. *Violence and Social Justice*. New York, NY: St Martin's Press, 2009.

Jack Donnelly. *Universal Human Rights in Theory and Practice*. Ithaca, NY: Cornell University Press, 2013.

Joel Dvoskin, Jennifer Skeem, Raymond Novaco, and Kevin Douglas. *Using Social Science to Reduce Violent Offending*. New York, NY: Oxford University Press, 2012.

Roger Fisher, William Ury, and Bruce Patton. *Getting to Yes: Negotiating Agreement without Giving In*. New York, NY: Penguin Press, 2011.

Michael Freeman. *Human Rights: An Interdisciplinary Approach* (2nd Ed.). Cambridge, UK: Polity Press, 2013.
Douglas P. Fry. *The Human Potential for Peace: An Anthropological Challenge to the Assumptions about War and Violence*. New York, NY: Oxford Press, 2006.

Lisa Hajjar's book, *Torture: The Sociology of Violence and Human Rights* (New York, NY: Routledge Press, 2013) [ISBN: 978-0-415-51806-2].

Dee Wood Harper and Lydia Voigt. Homicide followed by suicide: An integrated theoretical perspective. *Homicide Studies*, 11/ 4, 2007, 295-318.

Dee Wood Harper, Lydia Voigt, and William E. Thornton. *Violence: Do We Know It When We See It?* Durham, NC: Carolina Academic Press, 2012.

Alexander Laban Hinton. *Transitional Justice: Global Mechanisms and Local Realities after Genocide and Mass Violence*. New Brunswick, NJ: Rutgers University Press, 2013.

Peter Iadicola and Anson Shupe. *Violence, Inequality, and Human Freedom* (3rd Edition). Lanham, MD: Rowman & Littlefield Publishers, 2013.

Loyola University New Orleans
Advanced Common Curriculum – Social Science Elective
CRJU X320-051 and SOCI X320-051 – *Violence and Human Rights*

Akira Iriye, Petra Goedde, and William I. Hitchcock. *The Human Rights Revolution: An International History (Reinterpreting History)*. New York, NY: Oxford University Press, 2012.

John Keane. *Violence and Democracy*. Cambridge, UK: Cambridge University Press, 2004.

George Lakoff and Mark Johnson. *Metaphors We Live By*. Chicago, IL: Chicago University Press, 2003.

Christine Morley. *Practicing Critical Reflection to Develop Emancipatory Change*. Burlington, VT: Ashgate Publishers, 2014.

Samuel Moyn. *The Last Utopia: Human Rights in History*. Cambridge, MA: Harvard University Press, 2013.

Robert Muchembled. *A History of Violence: From the End of the Middle Ages to the Present* (Translated by Jean Birrell). Cambridge, UK: Polity Press, 2012.

Rob Nixon. *Slow Violence and the Environmentalism of the Poor*. Cambridge, MA: Harvard University Press, 2012.

William Pawlett. *Violence, Society and Radical Theory: Bataille, Baudrillard and Contemporary Society*. Burlington, VT: Ashgate Publishers, 2013.

Steven Pinker. *The Better Angels of Our Nature: Why Violence Has Declined*. New York, NY: Viking Press, 2011.

Harold E. Pepinsky. *The Geometry of Violence and Democracy*. Bloomington, IN: Indiana University Press, 1991.

Larry Ray. *Violence & Society*. Los Angeles, CA: Sage, 2012.

Jeffrey Reiman and Paul Lighton. *The Rich Get Richer and the Poor Get Prison: Ideology, Class, and Criminal Justice (10th Edition)*. Boston, MA: Allyn and Bacon, 2012.

Thomas Risse, Stephen C. Ropp, and Kathryn Sikkink (Eds.). *The Persistent Power of Human Rights: From Commitment to Compliance*. New York, NY: Cambridge University Press, 2013.

Randolph Roth. *American Homicide*. Cambridge, MA: Harvard University Press, 2009.

Ray Surette. *Media, Crime and Criminal Justice: Images, Realities, and Policies (5^h Edition)*. Stanford, CT: Cengage Learning, 2015. [ISBN – 13: 978-1-285-45905-9]

Todd Shackelford and Vivian Weekes Shackelford. *Evolutionary Perspectives on Violence, Homicide, and War*. New York, NY: Oxford University Press, 2012.

Patrick Walsh, William Thornton, and Lydia Voigt. "Post Hurricane Katrina and Human Rights Violations in New Orleans, Louisiana." In Martin Boersma and Hans Nelen (eds.), *Corruption & Human Rights: Interdisciplinary Perspectives*. Oxford, UK: Intersentia, 2010.

Franklin Zimring, Gordon Hawkins, and Sam Kamin. *Punishment and Democracy*. New York, NY: Oxford University Press. 2003.