

Violence and Democracy (SOCI-H396-035) – Fall 2014

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Course Information

This three credit-hour Honors Social Justice Seminar meets the Honors social science common core requirement.

Meeting place: Marquette Hall 401; Time: Tuesdays and Thursdays 2:00 – 3:15 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 and controversies/debates surrounding the problem of violence in a democratic society. Drawing upon sociology, criminology, anthropology, psychology, political science, economics, and history as well as professional specialty areas including criminal justice, law, and public health, *Violence and Democracy* 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 related to violence. Special emphasis is given to social policies that are intended to prevent and control violence, paying particular attention to the underlying theoretical assumptions and their social justice and human rights 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 is considered on state, national, and international levels. Academic and theoretical knowledge will be combined with practical applications and real-life experiences in a community-engaged learning project, with special emphasis devoted to larger social issues connected with violence and democratic societies, such as differential life chances, poverty, gender and racial inequality, and the consequences of changes taking place in the world.

Student Learning Goals/Outcomes

Violence and Democracy is an experiential course that is designed 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** and scientifically constructed knowledge related to the problem of violence in society and the ability to apply concepts and critical thinking skills learned in this class to other thematic/subject areas and social contexts;
- (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 other topics;
- (3) **Sensitivity to social justice and human rights issues** associated with violence research and the uses of research in justification of social policies;
- (4) **Professionalism in synthesizing and producing social scientific information** including the ability to conduct comprehensive literature searches and reviews, to design and conduct scientific investigations

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following the scientific method, to perform quantitative and qualitative analyses and draw conclusions from data, and to effectively communicate (orally and in writing) the findings/results and critical analyses; and

- (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

Katherine Beckett and Steve Herbert. *Banished: The New Social Control in Urban America*. New York: NY: Oxford University Press, 2009.

Philip Cook and Kristin Goss. *Guns in America: What Everyone Needs to Know*. Cambridge, MA: Harvard University Press, 2014.

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

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.

Recommended Readings

Michele Alexander. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York, NY: The New Press, 2012.

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.

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

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

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

Lisa Hajjar. *The Sociology of Violence and Human Rights*. New York, NY: Routledge Press, 2013.

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

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.

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

Barbara J. Keys. *Reclaiming American Virtue: The Human Rights Revolution of the 1970s*. Cambridge, MA: Harvard University Press, 2014.

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.

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*. London, UK: Sage Publications, 2011.

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.

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

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

Ray Surette. *Media, Crime and Criminal Justice: Images, Realities, and Policies (4th Edition)*. Belmont, CA: Wadsworth, 2011.

Alvin T. Toffler. *Powershift: Knowledge, Wealth, and Violence at the Edge of the 21st Century*. Cambridge, MA: Harvard University Press, 1991.

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

[Please Note: All books/readings both required and recommended for this course are available for purchase and they are available on reserve in the Monroe University Library.]

Course Decorum

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

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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 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 contributions/participation including in-class and online discussions 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 15-20) 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” (be sure to proofread and polish all work prior to submission). 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 the **Office of Disability Services** 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. The Office of Disability Services is located in Marquette Hall 112.
- 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 3:00 – 4:00 p.m. or by appointment. My office is located in Marquette Hall, Room 304.

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- 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 in 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.

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>.

Summary of Course Requirements

- I. Class Presentation/Panel Presentation – 15% of final grade.** Assignment of individual panel and specific topic (see page 13) and date of panel presentation will take place in the first week of class. **Panel presentations will take place in class on November 4, 6, 11, 13, and 18.** Panel presentations are expected to be approximately 30 minutes in length per panel along with submission of *PowerPoint* presentation slides with notes and corresponding references/bibliography.
- II. Position Paper and Class Debate on Gun Control in America** based on Philip Cook and Kristin Goss' book: *Guns in America: What Everybody Needs to Know* – **15% of final grade.** Paper should be approximately 5-8 double-spaced, typed pages in length. **Due date: Thursday, September 18, 2014.**
- III. Critical Review of Katherine Beckett and Steve Herbert's book: *Banished: The New Social Control in Urban America* – 15% of final grade.** Review should be approximately 5-8 double-spaced, typed pages in length. **Due date: Thursday, October 16, 2014.**

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- IV. Research Project** on individually selected topic – **30% of final grade**. A research proposal (including description of research question, relevant literature review, and research methodology) must be submitted for approval during the third week of class. **Final research report should be approximately 10-12 double-spaced, typed pages in length including a comprehensive bibliography. Due date: Thursday, December 11, 2014.** Outstanding research projects will be selected for presentation at a national conference.
- V. Community-Engagement Learning Project – 25% of final grade.** Community project assignment TBD. Students 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. In class on **Tuesday, December 2, 2014**, students' summative **reflective analyses** (approximately 5-8 double-spaced, typed pages) linking relevant course content and materials with community experiences and any experientially relevant readings will be shared and submitted in writing. Further details forthcoming.
- VI. Class Participation: 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.

PLEASE NOTE: Detailed description of the assignments may be found on pages 16-22.

Tentative Course Outline

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

Defining the Concept of Violence

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

- Individual Violence
- Institutional Violence
- Structural Violence

Reading assignments: Peter Iadicola and Anson Shupe. *Violence, Inequality, and Human Freedom* (required); William E. Thornton, Lydia Voigt, and Dee Wood Harper. *Why Violence: Leading Questions Regarding the Conceptualization and Reality of Violence in Society* (required). 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, 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 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, and human freedom.

UNIT II: The Social Construction of Violence, Justice, and Human Rights (Weeks 3 and 4)

Historical Patterns of Violence, Justice, and Human Rights in the United States

Cross-National Comparisons of Violence, Justice, and Human Rights

Competing Conceptual Models/Perspectives of Violence as a Social Problem and Policy

Implications:

- Criminology
- Criminal Justice
- Public Health
- Human Rights

**Discussion of Philip Cook and Kristin Goss' *Guns in America: What Everyone Needs to Know*
In-Class Debate on Gun Control**

***Due date for position paper/debate in class: Thursday, September 18, 2014.**

Reading assignments: Philip Cook and Kristin Goss' *Guns in America: What Everyone Needs to Know* (required); 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 *Violence, Inequality, and Human Freedom* (required); Steven Pinker's *The Better Angels of Our Nature: Why Violence Has Declined* (optional); and Martin Boersma and Hans Nelen's *Corruption & Human Rights: Interdisciplinary Perspectives* (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 role do guns play in the culture of violence debates? What is the relationship between guns, violence, and democracy? What is the relationship among violence, corruption, and human rights violations?

Unit II: Student Learning Goals/Outcomes

- 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.**
- 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.**
- Understand and articulate the meaning and significance of the phrase: "the social construction" of violence in society.**
- Understand and articulate the different perspectives on violence and related social policy implications**
- Apply concepts/analytical skills in a position paper on *Guns in America* and in a class debate on the pros and cons of gun control.**

UNIT III: Violence as a Social Problem (Weeks 5 and 6)

Review of Herbert Blumer's "Defining Social Problems: The Social Process Model"

The Role of Media in Defining the Social Problem of Violence

Discussion of Katherine Becket and Steve Herbert's book: *Banished: The New Social Control in Urban America*.

Reading Assignment: Katherine Becket and Steve Herbert's *Banished: The New Social Control in Urban America* (required); 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"); Herbert Blumer's "Social Problems as Collective Behavior," *Social Problems*, 1971, 18: 298-305 (optional); Ray Surette's *Media, Crime, and Criminal Justice* (optional); Rob Nixon's *Slow Violence and the Environmentalism of the Poor* (optional).

Discussion questions: How do certain Social Problems become top national agenda issues? How do the media influence our understanding of violence and justice? What insights do Becket and Herbert offer on the problem of homelessness? How can Blumer's model be applied to our understanding of the problem of homelessness or violence? Is there evidence of the criminalization or social control of homeless populations in New Orleans? How do the insights of Blumer, Beckett and Herbert, and Iadicola and Shupe together contribute to our understanding of violence as a social problem and homelessness as structural violence? Why do you think the public is aware of certain types/aspects of violence, but unaware of many other types of violence such as homelessness and other forms of human rights violations? What is the relationship between inequality and the patterns of violence? What is the relationship between violence and democracy?

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 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 *Banished: The New Social Control in Urban America* and in a reflective summary of homelessness in New Orleans.

UNIT IV: The Scientific Study of Violence (Weeks 7, 8, 9, and 10)

The Measurement and Extent of Violence

A Review of the Resources for the Study of Violence:

- Indexes
- Abstracts
- Journals
- U.S. Government Sponsored Violence Research, and
- International Data Sources

Demographic and Structural Patterns of Violence Victims and Perpetrators

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

**** Critical book review of Katherine Becket and Steve Herbert's *Banished: The New Social Control in Urban America* – Due on Thursday, October 16, 2014.**

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 are the rates/incidence and patterns of different forms of violence? 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? 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?

Theories of the Causes of Violence

- **Biological and Psychological Theories of Violence**

Discussion questions: Are some people born more dangerous than others? How do we reconcile the nature/nurture controversy? Can individual dangerousness be predicted? Does mental illness cause violent behavior?

- **Sociological and Conflict Theories of Violence**

Discussion questions: Are some *places* more dangerous than others? What is the difference between sociological and psychological social process or learning theories of violence?

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

Discussion questions: How do power relationships in society weigh in/affect our perceptions of what is socially considered legitimate or illegitimate definitions and uses of violence?

Reading assignments: Please peruse some of the main sources of crime data that may be accessed through the Monroe Library or on the Internet, for example: *Crimes in the United States: Uniform Crime Report* (UCR) (www.fbi.gov); *National Crime Victimization Surveys* (NCVS) (www.ojp.usdoj.gov/ovc/); and *Sourcebook of Criminal Justice Statistics* (www.albany.edu/sourcebook). 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).

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.**
- 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 violence as well as the social justice and human rights implications.**
- D. Understand and articulate the biological, psychological, and sociological theories of violence, including the assessment of the strengths and weaknesses of scientific evidence supporting various types of theories.**
- E. Apply concepts and critical skill in identifying the strengths and limitations of various theories of violence and corresponding supportive evidence, including the ability to:**
 - 1. Assess the validity and reliability of different types of violence data.**
 - 2. Assess the strengths and weaknesses of various research methods**
 - 3. Assess the scientific merits of different causative models.**

UNIT V: Class Presentations: The Study of the Patterns and Extent of Specific Types of Violence (Weeks 11, 12, and 13)

*****Panel Presentations will take place on November 4, 6, 11, 13, and 18.**

Student class presentations will take place over a three-week period. Panels are expected to meet prior to the appointed date of presentation to organize and prepare for the presentation. Please review Panel Themes and Associated Topics on page 10. All panel presentations must follow the outline below:

- Description of level and associated forms of violence (including legal definition if applicable)
- Measurement and extent of violence in respective category (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

A brief Q&A will follow at the conclusion of each panel presentation.

UNIT V: Student Learning Goals/Outcomes

- A. Contribute as a team members in planning, creating, and participating in panel presentations/discussions.**
- B. Conduct literature searches and critical reviews on various violence topics and identify key characteristics that differentiate various forms and patterns of violence, including typical victims and perpetrators.**
- C. Identify common myths that are associated with various types of violence and provide critical analysis.**
- D. Spontaneously and knowledgeably respond to questions posed by class members.**

PANEL THEMES & ASSOCIATED SAMPLE TOPICS

Individual/Interpersonal Violence

Panel One: 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

Panel Two: Domestic/Intimate Violence:

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

Institutional Violence

Panel Three: 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
- Mass Media
- Cyber Violence (Virtual Reality of Violence and Emerging Technologies)

Collective Violence

Panel Four: Collective Movements & Crowd Violence

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

Panel Five: Organized Violence

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

Structural Violence

Panel Six: State-Sanctioned Violence

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

UNIT VI: The Metaphor of Violence vs. the Metaphor of Peace (Weeks 13 (11/20) and 14 (11/25))

The Rhetoric and Politics of Violence and Peace

Working for Peace through Conflict Resolution: Theory and Practice

Reading Assignments: 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); and Joel Dvoskin's, et al. *Using Social Science to Reduce Violent Offending* (optional).

Discussion questions: Do 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?

UNIT VI: 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.

Thanksgiving Holiday November 27, 2014

UNIT VII: Violence and Democracy and the Global Order (Week 15)

Reflections related to community engagement project and research project

******Summative reflective analyses (written and oral) are due on December 2, 2014**

Concluding Comments – December 4, 2014

- **Course Highlights and Key Themes**
- **Alternatives for Thinking about Social Change: Critical Post Modernism and Critical Reflection**

UNIT VII: 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 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. Engage in the research process through applying the steps of the scientific method in a selected research project.**
- D. Engage in the community and apply concepts and critical thinking skills obtained in this course in work related to a community project and demonstrate empathy and sensitivity for issues related to social justice and human rights.**

PLEASE NOTE: Your final research report is due on the regularly scheduled class examination date – Thursday, December 11, 2014.

Detailed Description of Course Assignments and Expectations	UHP Learning Goals/ Outcomes
<p>I. Class Presentation/Panel Presentation – 15% of final grade. The topic (see list of topics on page 12 above) and the date of individual panel presentations will be assigned during the first class. <u>Panel presentations will take place in class on November 4, 6, 11, 13, and 18.</u> Presentations will run approximately 30 minutes in length per panel and include submission of <i>PowerPoint</i> presentation slides with notes and corresponding references/bibliography.</p> <p><u>Detailed Description of Class Presentations/Panel Discussions</u> Each student will be assigned to one of six panels (see page 10 above), which will represent one of the following levels of violence: (1) Individual/Interpersonal expressions of violence (e.g., individually perpetrated criminal offenses such as homicide); (2) Institutional patterns of violence (e.g., sports violence, workplace violence, or school violence); (3) Collective violence (violent acts perpetrated in the context of collective movements or membership in organizations or gangs); and (4) Structural or state-sanctioned violence (e.g., wars, capital punishment, And other human rights violations).</p> <p>The following points should be covered in each panel presentation:</p> <ul style="list-style-type: none"> • Definition of the level of violence/authoritative definition of any of the types of violence that represent the particular level of violence being considered (including legal definitions, if appropriate); • Measurement or extent of the problem (including a discussion of the quality of information or statistics); • Description of typical perpetrators/victims and patterns of behaviors/events (including a consideration of the social construction of reality related to the specific level and type of violence under consideration); • Relevant causal theories and related solutions (i.e., prevention, treatment, or control); • Consideration of common myths (including any factual misconceptions). <p>The panel’s main task is to provide an informed and well-documented overview of the assigned level/type of violence and to dispel some of the myths associated with the topic. All statistical and factual data must be documented and kept current. <u>It is important that references corresponding to</u></p>	<ul style="list-style-type: none"> • Critical thinking: conduct literature searches and synthesize/evaluate secondary materials. • Effective oral and written communication: communicate clearly and present arguments and conclusions in a logical, coherent manner using critical thinking skills and supporting evidence. • Use of Presentation Technology • Teamwork

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major points and statistical information are cited in each panel's/individual's slide presentation. A brief period of questions and answers (Q&A) will follow each presentation.

Panel members will meet to determine the organization of the panel presentation (including the selection of the *forms* of violence used to illustrate the *level* of violence assigned) as well as to determine the division of labor in conducting relevant research and individual roles in the panel presentation.

A day prior to each panel presentation, the panel will post its *PowerPoint* presentation slides on *Blackboard* under "Discussion Board" so that each member of the class can download a handout and prepare questions for the Q&A.

Individual grades will be composed of a self-evaluation, panel-group evaluation, and the professor's assessment of the panel/individual presentation, which will be based on:

- (1) The basis of evidence of panel organization/coordination (i.e., evidence of teamwork including clear division of labor and of each panel member's participation serving as an integral part of the overall panel presentation);
- (2) The quality of the information used to address the points in the required outline (see above);
- (3) Clear application of the insights of Peter Iadicola and Anson Shupe's book, *Violence, Inequality, and Human Freedom*;
- (4) The quality of the bibliographic references and support materials;
- (5) Overall success of the presentation (including effectiveness of *PowerPoint* slides and handouts); and
- (6) The overall ability of the panel to handle questions from class members.

Please note: The reference list/bibliography should be representative of the scope and breadth of the literature review (i.e., do not depend on one or two sources for your presentation). While popular magazine articles, newspaper stories, and internet sources may be included among the sources of information, do not rely on popular sources of information exclusively. The bibliography should include authoritative Web sites (e.g., www.fbi.gov ; www.ojp.usdoj.gov/ovc/), books, monographs, government reports, and articles from scientific or professional journals (e.g., *Criminology*; *Journal of Criminal Law and Criminology*; *Journal of Research in Crime and Delinquency*; *Homicide Studies*; *American Journal of Sociology*; *American Journal of Psychology*; *Journal of Medicine*; *Journal of Public Health*; *Journal of Trauma, Injury, Infection and Critical Care*; and *Violence and Victims*, etc.). The Monroe Library provides access for a wide range of professional journals and books on every topic as well as updated statistics, and government documents and studies.

II. Position Paper and Class Debate on Gun Control in America based on Philip Cook and Kristin Goss' *Guns in America: What Everybody Needs to Know* – 15% of final grade; approximately 5-8 double-spaced, typed pages in length. Due date: September 18, 2014.

Detailed Description of Position Paper

Begin with a brief overview of Philip Cook and Kristin Goss' book, *Guns in America: What Everyone Needs to Know*, including consideration of the following questions: What role do guns play in the culture of violence debates? What is the relationship between guns and crimes? What is the relationship between guns, violence, and democracy? Is gun violence rising or falling? Who is at risk of being shot? How much does gun violence cost society? Do the media contribute to gun violence?

Based on your critical reading and analysis of the book and additional outside readings on the subject, develop a question based on a controversial issue surrounding gun control. Identify the main perspectives on the issue, consider the evidence on each side, select a position, and offer a defense of your viewpoint. Be sure to cite supporting documents for your observations and conclusions.

Grades will be based on:

1. Quality of book review and responses to questions above.
2. Quality of discussion and documentation/support of selected controversial issue, including clarity of relevant positions to the question and strength of defense of one's own position/viewpoint.
3. Demonstration of understanding of the issues surrounding the overall debate on gun control and quality of critical analysis.

Class Debate on Gun Control in America

On the day that the position papers are due (TBD), the class will be devoted to a debate on gun control. All class members must be prepared to debate the pros and cons of each perspective of the gun control debate. Based on random selection, half of the class will be on the side of gun control and the other half will be opposed to gun control. (More details will be forthcoming.)

At the conclusion of the debate, the class will vote on the winning side of the debate (based on the best performance and quality of evidentiary defense of perspective) and select the best debater in the class.

- **Critical Thinking: Conduct comprehensive literature review; draw conclusions from analyzes of data; critically review the book's (*Guns in America*) arguments and evaluate the assumptions and contexts in creating an argument; provide substantive, appropriate evidence to support conclusions.**
- **Effective oral and written communication: Communicate clearly and present arguments and conclusions in a logical, coherent manner using critical thinking skills.**

III. Critical Book Review and Application of Knowledge to New Orleans based on Katherine Beckett and Steve Herbert's *Banished: The New Social Control in Urban America* – 15% of final grade; approximately 5-8 double-spaced, typed pages in length. Due date: October 16, 2014.

Detailed Description of Critical Book Review and Application of Knowledge to New Orleans

With a twist in perspective, authors Beckett and Herbert reveal the emergence of archaic forms of exclusionary rules and social control mechanisms and delimit zones of exclusion from which many citizens are banished in contemporary society. Beckett and Herbert in their book, *Banished: The New Social Control in Urban America*, offer an insightful case study in Seattle, Washington of new barriers that undermine our democratic principles through violating the human rights of the poor and homeless in America's urban centers. Enacted by municipal governments and enforced by the local police forces, this new system of regulation of urban spaces profoundly criminalizes poverty and is tantamount to structural violence.

Do you think that Beckett and Herbert's arguments have merit? Is there support for their position in the social science literature on homelessness? Discuss the role of banishment as a form of structural violence and infringement of social justice and human rights. Conduct an investigation and analysis of homelessness in New Orleans and consider the strengths and weaknesses of Beckett and Herbert's observations and conclusions regarding homelessness as a form of victim blaming. Do the authors offer any solutions that may inform treatment of homelessness in New Orleans?

Grades will be determined by:

1. The quality of the description and critical analysis of the book.
2. The quality of responses to the questions above.
3. The quality of the supportive literature review and investigation of homelessness in New Orleans.

- **Critical Thinking: Conduct comprehensive literature review; draw conclusions from analyses of data; critically review the book's (*Banished*) arguments including an evaluation of the assumptions and contexts in creating an argument; provide substantive, appropriate evidence to support conclusions.**
- **Primary research: Design and conduct an original investigation on homelessness in New Orleans and draw conclusions from analyses of data and review of appropriate literature (i.e., other studies and official documents and research sources/materials).**
- **Effective written communication: Clearly communicate & present arguments/conclusions logically & coherently based on evidence.**

IV. Research Project on individually selected topic – 30% of final grade. Research proposal (including description of research question, relevant literature review, and research methodology) must be submitted for approval during the third week of class. (Final research report due on the regularly scheduled class examination date – Thursday, December 11, 2014.) Outstanding research projects will be selected for presentation at a national conference.

Detailed Description of Research Project on Selected Topic

Once your research topic and research methodology are approved, review the steps of the scientific method discussed in class and begin the research process.

In your final research report, clearly explain the objective or hypothesis of your study and provide a thorough literature review; empirically define your concepts (e.g., dependent and independent variables) as well as the rationale for the operationalization of your selected variables; describe your research methods including sample selection and collection of data; collect and summarize your data, and analyze the results of your study (include an error analysis). Be sure to display evidence of your sample results (e.g., a summary table or graph with the information/data that you gathered). Finally discuss the significance of your research projects and your findings and what you have learned from the experience. Please follow the steps of the scientific method as an outline for your report.

Your completed research report along with bibliography (approximately 10-12 pages in length) is due on the regularly scheduled final examination date for the class and must be posted on *Blackboard* under “Assignments” by midnight of the due date.

Grades will be based on the quality of the final paper and level of professionalism demonstrated in the step-by step description of the project, including:

1. The comprehensiveness of literature review
2. Adherence to the scientific process
3. The quality of the analysis of data collected
4. The quality of the critical analysis (error analysis) of methodology and final results
5. The quality of the discussion of the significance of the project and its main objectives and findings.

- **Critical Thinking: Conduct comprehensive literature review on selected research topic.**
- **Primary research: Design and conduct original research, applying rules of scientific investigation and critical thinking skills (including quantitative and qualitative research skills) and drawing conclusions from analyses of secondary and primary sources/research materials.**
- **Effective written communication: Clearly communicate and present arguments and conclusions in a logical, coherent manner using evidentiary information and critical thinking skills.**

V. Class Community Engagement Learning Project – 25% of final grade – Community assignment TBD. Students will be expected to participate in a semester-long service learning (SL) project. At the end of the term students, will submit a written reflective analysis (5-8 pages) linking relevant course content and materials with their community experiences and any experientially relevant readings. Students will share reflections and a summation of their experiences with class members several times during the semester and on the last day of class. Summative reflective analyses (class presentations) due: December 2, 2014.

Detailed Description of Service Learning Project

The class service learning project will be developed in collaboration with the Office of Community Engaged Learning, Teaching, and Scholarship (CELTS). Further details will be forthcoming.

Individual grades will be based on:

1. A self-evaluation
2. Input from the community partner and the Director of the Office of Community Engaged Learning, Teaching, and Scholarship (CELTS)
3. Class presentations over the semester term related to the S-L project
4. The quality of the summative reflection paper.

- Application of critical thinking skills including quantitative and qualitative research skills in the context of the community engagement project.
- Advanced understanding of the root causes of social inequality and their relationship to the problem of violence in society.
- Evaluation of the implications of different cultural/ethical perspectives and demonstration of ability to debunk stereotypes.
- Critical reflection of one's own attitudes/beliefs based on community experiences, especially in light of the diversity of perspectives and cultural experiences.
- Consideration of the role of social scientific research in advocacy and social change. Contribution to social justice efforts.

VI. Class Participation: Consistent, ongoing student participation (i.e., attending classes, engaging in class projects, and contributing to class discussions) is an expectation of all students. Outstanding participation will be recognized with 5 bonus points added to the final grade.

- **Class discussions must demonstrate application of social scientific reasoning and critical thinking to an enhanced understanding of the relationship between violence and human rights.**