

**SOCI 3360: Sociology of Violence**  
**Kennesaw State University**  
**Fall 2016**  
**T/Th 6:30pm-7:45pm**  
**Social Sciences Building 2021**

**Instructor:** Blair Yates

**Office:** Room 4005, Social Science Building

**Office hours:** Available before and after class and by appointment

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I check email frequently, but please allow 24 hours for a response during the week, and 48 hours on weekends. In the subject line of the email, please write "SOCI 3360."

**Course Description**

This course examines the root causes and consequences of violent behavior exhibited by individuals in our society. Topics covered include the social and cultural contexts that breed violence, society's influence on specific forms of crime, and human social behavior.

Prerequisite: CRJU 1101/SOCI 2105/SOCI 2201

**Additional Course Information**

Please note that this course studies violence from a *sociological perspective*. This means that you must put aside preconceived notions of violence and instead consider violent behavior, individuals, groups, etc. within a social context. Therefore, this course relies heavily on sociological theory, or explanations of violence that view the cause or source of violence as external to the violent individual (i.e. focus on social situations, context, or structures in which he or she acts). Forms of violence on which this course will focus include, but are not limited to: assault and murder, sexual assault, family and intimate partner violence, robbery, workplace and school violence, hate violence, mob and gang violence, religious violence, terrorism, and genocide.

**Student Learning Objectives**

1. Gain a basic understanding of the study of violence and the characteristics of specific types of violence
2. Understand and examine violent behavior, individuals, and groups as they occur within a larger social context and structure.
3. Explore and critique different theoretical perspectives on the causes of violence
4. Discuss social implications of violence and offer policy ideas to combat violence in our society
5. Enhance ability to think critically about violence and to communicate their knowledge and assessment to others

**Required Readings**

- Alvarez, Alex and Bachman, Ronet. 2014. *Violence: The Enduring Problem*, 2<sup>nd</sup> edition. SAGE Publications, Inc. (ISBN: 978-1-4833-0030-6)

- Holmes, Stephen and Holmes, Ronald. 2004. *Violence: A Contemporary Reader*. Pearson Education, Inc. (ISBN: 978-0-1311-2097-6)
- Additional required readings on D2L.

### **Course Technology**

D2L (<http://d2l.kennesaw.edu/>): Please familiarize yourself with D2L and contact [service@kennesaw.edu](mailto:service@kennesaw.edu) should you encounter any technological problems. I will post materials, such as the syllabus, study guides, activities/assignments, PowerPoints, additional readings, and other important items. Please check D2L regularly for any changes to the course.

### **Class Format**

The format for each class will consist of a mixture of lecture, large-group and small-group discussion, in-class debates, videos, activities, and small presentations. Although the lectures will correspond with the assigned readings, students should not rely solely on the lectures to teach all of the material covered in the readings. Students should come to class prepared to ask questions about the readings and to participate in any and all class discussion, activities, etc.

### **Course Requirements and Expectations**

#### Attendance and Preparation

While I do not take daily attendance, regular class attendance is expected and essential to your success in the class. PowerPoints will be posted to D2L before class; however, the PowerPoints are a mere *outline* of topics covered in class. Therefore, it is necessary for you to be in class to obtain the information from the lecture, class discussion, and activities.

However, it is not enough to simply *show up* to class; you are also expected to come to class having read the assigned readings for that day and, if applicable, having completed the occasional light “homework” assignment. Preparation is imperative to the success of an interactive, lecture-discussion-based class. Further, your success in this class is largely determined by the degree to which you read and engage the material, and come to class prepared to discuss, ask questions, participate in activities, and so on. I think you will find that the readings are truly very interesting, and will be well worth your time both for the purposes of this class and for your future lives. Feel free to jot down ideas you might want to discuss with the rest of the class as you read. These things might include something you don’t understand, something you agree or disagree with (and why), something important you think an author failed to take into consideration (these would be really good insights to bring to class), or a personal experience that is related to a point in the reading that you think would contribute to the discussion. (You may find that the notes you make will also be useful when studying for exams, completing activities, or writing your paper for this class)

Jury duty, military orders, religious observances/weddings (with written request during the first week of class), funerals (with prior appropriate documentation), contagious or severe illness affecting you or your dependents (with dated doctor’s note), and university-sponsored events (with prior approval from the Office of the Provost) constitute acceptable “excused” absences.

\*Enrollment Status Statement: Students are solely responsible for managing their enrollment status in a course; nonattendance does not constitute a withdrawal.

“Pop” Reading Quizzes (5% of your grade)

To underscore the importance of reading for class and prompt attendance, there will be several in-class “pop” reading quizzes throughout the semester. Quizzes will consist of questions about the readings assigned for that day. Quizzes will be given at the beginning of class, so be sure to make it to class on time. No extra time will be provided to students who arrive late.

Participation (15% of your grade)

Participation points are earned through completion of in-class and out-of-class activities and by contributing to class discussion and debates.

Case Study Paper (20% of your grade)

Students will critically analyze one case study of their own choosing within a specific type of violence. (see the “Case Study Paper” folder on D2L for detailed instructions). Topics will be selected during the second week of the semester on a first come, first serve basis. Papers will be submitted on D2L in three parts with various deadlines. Each submission will be due at 5:30pm in the appropriate dropbox on D2L on the indicated date (see course schedule below).

- Part 1: 20% of final paper grade
- Part 2: 30% of final paper grade
- Part 3: 50% of final paper grade
- Total: 100%

Exams (60% of your grade; 20% each)

There will be 3 exams, including the final exam. Exams will consist of multiple choice and short answer questions. Exams will cover lecture, assigned readings, discussion, videos, and class activities. Please see “Late Assignments and Make-up Policy” section on syllabus for information on make-up exams. The final exam will take place on the last day of class (Thursday, Dec. 1<sup>st</sup>). If you are unable or unwilling to take the exam on 12/1 and would like to take the exam during the scheduled final exam period (Tuesday, Dec. 6<sup>th</sup>), please speak with me by 9/15.

**Grading**

Students can expect grades to be posted within 10 days of receipt of graded assignments.

Activity	Percentage	
“Pop” Reading Quizzes	5%	A 89.5% and above
Participation	15%	B 79.5% - 89.4%
Case Study Paper	20%	C 69.5% - 79.4%
Exam 1	20%	D 59.5% - 69.4%
Exam 2	20%	F 59.5% and below
Final Exam	20%	
<b>Total</b>	<b>100%</b>	

Calculating your final grade in the class

[“Pop” reading quiz average x .05] + [Participation average x .15] + [Case study paper grade x .20] + [Exam average x .60] = final grade in course out of 100%

### Extra Credit

I may provide extra credit opportunities throughout the semester for the entire class. There will be no extra credit assignments offered to individual students.

### Late Assignments and Make-up Policy

- “Pop” reading quizzes: there are NO make-ups for reading quizzes
- *Participation*: make-ups for in-class activities will be given at my discretion and only under certain circumstances (i.e., serious illness, family emergency, school-sponsored events). *To be considered eligible for a make-up, students must provide documentation for their excused absence on the day they return to class.* Late out-of-class activities are accepted, however, points will be deducted from your activity grade (number of points deducted at my discretion). Out-of-class activities submitted after 72 hours past the original due date and time will not be accepted.
- *Case study paper*: Each paper submission is considered “late” starting at one minute past the due date and time on D2L. Late submissions will result in point deduction (number of points deducted at my discretion). Papers submitted after 72 hours past the original due date and time will not be accepted.
- *Exams*: make-up exams will be given at my discretion and only under certain circumstances (i.e., serious illness, family emergency, school-sponsored events). *To be considered eligible for a make-up exam, students must contact me at least 24 hours prior to the originally scheduled exam time and provide documentation for their excused absence on the day that they return to class.* Note: Make-up exams may be essay exams.

### **Classroom Policies**

#### Respect:

My teaching philosophy is based on mutual respect. I will treat you all with respect and will work to create a classroom environment that is welcoming to all, honoring the fact that we are diverse with respect to race and ethnicity, gender, social class, sexual orientation, age, ability/disability, country of origin, and religion. In return, I expect you to show me the same kind of respect. The classroom should be a comfortable environment that encourages the participation of everyone. With this goal in mind, we can agree and disagree about ideas and theories. However, please be respectful to me and your fellow classmates during class discussion, lecture, debates, activities, etc.; remember this is a college classroom and you should respect everyone’s opinions, even if you do not agree with them. The following behaviors are unacceptable and will not be tolerated:

- (a) Personal attacks. This includes attacks on a person’s appearance, demeanor, or religious and political beliefs.
- (b) Interrupting your instructor or other students. Raise your hand and wait to be called on by the discussion leader or myself to prevent this problem.
- (c) Using the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed as scholarly endeavors (see above).
- (d) Using raised tones, yelling, engaging in arguments with other students, and/or being physically aggressive.
- (e) Ignoring or undermining my authority and responsibility as an instructor to protect the integrity of the classroom.

Anyone who violates these guidelines will be asked to cease and desist and may be asked to leave the classroom and/or drop the course.

Furthermore, as a sign of respect to me and to your fellow classmates, please do not text, sleep, or talk during class time, and do not pack up your books before class ends. Not only are those things disrespectful and disruptive to your classmates and me, but they also limit your ability to participate in class and understand the material. Repeated disruption of class may lead to penalties that reduce your final grade. **Failure to abide by these principles listed above can result in academic penalties ranging from a lowered grade, to dismissal, to failing the course.**

#### Electronic Devices:

Cell phone use is not permitted in the classroom and texting will not be tolerated. Laptops, iPads, tablets, etc. are permitted SOLELY for learning purposes (read: note-taking and/or in-class activities). If I find that students are using them for other reasons, I will ban them from the classroom. Students may not record classroom lectures/discussions or take videos or pictures during class without permission (permission will be granted to students who require such accommodation as noted by their documentation from the Office for Disabled Student Support Services).

#### Arriving Late/Leaving Early:

Please get to class on time and do your best to avoid stepping out or leaving early. Notify me beforehand if you know you will be late for class or need to leave early. *Students that leave shortly or directly after taking a reading quiz will not receive credit for that quiz.*

### **University Policies**

#### Academic Integrity:

Academic Honesty/Integrity Statement: <http://scai.kennesaw.edu/codes.php>

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct (<http://scai.kennesaw.edu/docs/KSU%20Codes%20of%20Conduct-2015.pdf>), as published in the Undergraduate and Graduates Catalogs. Section III of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.

**Cheating:** Receiving, attempting to receive, knowingly giving or attempting to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.) is considered cheating, as is engaging in any behavior that a professor prohibits as academic misconduct in

the syllabus or class discussion. Unless specifically authorized, using and/or having access to electronic devices during an examination, quiz, test or other assessment is automatically considered cheating, regardless of the student's reason for using/accessing the device

Plagiarism: Including direct quotations from other sources into work required to be submitted for credit without indicating them as such by quotation marks, block quotes or other appropriate formatting. Incorporating the work of someone (e.g. ideas, theories, data, figures, graphs, programs, electronic based information, illustrations, etc.) into a paper or project without due acknowledgement

### Student Disability Services

Students with a documented disability should meet with the instructor during the first week of class to discuss any special classroom or testing accommodations needed. Also, a number of services are available to help students with disabilities with their academic work. In order to make arrangements for special services, students must visit the Student Disability Services office and make an appointment to arrange an individual assistance plan. In most cases, certification of disability is required. For more information, please visit:

<http://sss.kennesaw.edu/sds/institutional-policies.php>

### **Additional University Policies and Resources**

Confidentiality and Privacy Statement (FERPA)

<http://enrollmentservices.kennesaw.edu/training/ferpa.php>

University – Student Rights Statement

<http://catalog.kennesaw.edu/content.php?catoid=27&navoid=2263>

Ethics Statement

<http://scai.kennesaw.edu/codes.php>

Sexual Harassment Statement

<http://scai.kennesaw.edu/codes.php>

Course Accessibility Statement (ADA statement)

<http://sss.kennesaw.edu/sds/institutional-policies.php>

Writing Center

The Writing Center is a free service available to all members of the university community; it is a place where anyone who writes can come for help in becoming a better writer. In fact, the goal of the Writing Center to produce not just better writing but better writers. Please visit:

<http://www.kennesaw.edu/english/WritingCenter/index.shtml>

### Tentative Course Schedule

(NOTE: The schedule and content of the course outline are tentative and subject to change at the discretion of the instructor. Deviations from the schedule will be announced in class or on D2L and students are responsible for keeping up with all schedule changes)

\*Last day to add/drop: 8/22

\*Last day to withdraw without academic penalty: 10/5

<u>Dates</u>	<u>Topic(s)</u>	<u>Assignments</u> <u>(DUE on the indicated date)</u>
<u>Week 1:</u> 8/16 & 8/18	Course Introduction; Defining & Measuring Violence	<p><b>8/16:</b> 1) Read syllabus</p> <p><b>8/18:</b> 1) A&amp;B, Ch. 1 2) H&amp;H, Introduction: Violence in the U.S.</p>
<u>Week 2:</u> 8/23 & 8/25	Theories of Violence (8/23: Choose Case Study Paper topics)	<p><b>8/23:</b> 1) A&amp;B, Ch. 2 2) Bring syllabus to class</p> <p><b>8/25:</b> 1) A&amp;B, Ch. 2 2) Shaw &amp; McKay, “Juvenile Delinquency and Urban Areas” (D2L)</p>
<u>Week 3:</u> 8/30 & 9/1	Theories of Violence, cont.	<p><b>8/30 &amp; 9/1:</b> 1) Sykes &amp; Matza, “Techniques of Neutralization” (D2L) 2) Hirschi, “Control Theory” (D2L) 3) Becker, “Relativism: Labeling Theory” (D2L)</p>
<u>Week 4:</u> 9/6 & 9/8	Aiding & Abetting Violence: Guns, Alcohol, Drugs & Media; Masculinities & Violence	<p><b>9/6:</b> 1) A&amp;B, Ch. 3 2) H&amp;H, Ch. 1 <b>*Part 1 of Case Study Paper due on D2L by 5:30pm</b></p> <p><b>9/8:</b> 1) Ray, “Masculinities &amp; Violence” (D2L)</p>
<u>Week 5:</u> 9/13 & 9/15	9/13: <b>EXAM 1</b>  9/15: Suicide, Assault,	<p>9/13: Study!</p> <p>9/15: 1) Durkheim, “Suicide” (D2L)</p>

	& Murder	2) A&B, Ch. 4 3) H&H, Ch. 15
<u>Week 6:</u> 9/20 & 9/22	Sexual Violence	<b>9/20:</b> 1) A&B, Ch. 7 2) Scully & Marolla, “Rapists’ Vocabulary of Motive” (D2L)  <b>9/22:</b> 1) H&H, Ch. 6 2) Raymond, “Prostitution on Demand” (D2L) 3) Quinn, “Sexual Harassment” (D2L)
<u>Week 7:</u> 9/27 & 9/29	Intimate Partner & Family Violence	<b>9/27:</b> 1) A&B, Ch. 5 (stop at “Child Abuse” on p. 131) 2) H&H, Ch. 2  <b>9/29:</b> 1) A&B, finish Ch. 5 2) Straus et al., “Spare the Rod?” (D2L) 3) Button & Gealt, “Sibling Violence” (D2L) 4) Burnes et al., “Elderly Abuse” (D2L)
<u>Week 8:</u> 10/4 & 10/6	Robbery	<b>10/4 &amp; 10/6:</b> 1) A&B, Ch. 6 (stop at “Workplace Violence” on p. 150) 2) Wright & Decker, “Armed Robbers in Action” (D2L) 3) Inciardi, “American Bandit” (D2L)
<u>Week 9:</u> 10/11 & 10/13	Workplace & School Violence	<b>10/11:</b> 1) A&B, pgs. 150-153 (stop at “Violent Hate Crimes”) 2) H&H, Ch. 10 3) Eller, “Workplace Violence” <b>*Part 2 of Case Study Paper due on D2L by 5:30pm</b>  <b>10/13:</b> 1) H&H, Ch. 8 2) H&H, Ch. 9
<u>Week 10:</u> 10/18 &	10/18: Religious Violence	<b>10/18:</b> 1) Iadicola & Shupe: “Religious Violence” (D2L)

10/20	10/20: <b>EXAM 2</b>	2) H&H, Ch. 24 <b>10/20:</b> 1) Study!
<u>Week 11:</u> 10/25 & 10/27	Collective & Mob Violence	<b>10/25 &amp; 10/27:</b> 1) La Roche, “Collective Violence as Social Control” (D2L) 2) A&B, Ch. 8
<u>Week 12:</u> 11/1 & 11/3	Gang Violence	<b>11/1:</b> 1) Thrasher, “What is a Gang?” (D2L) 2) Eller, “Gang Violence” (D2L) 3) Archer & Grascia, “Girls, Gangs, & Crime” (D2L)  <b>11/3:</b> 1) Gang research & activity due
<u>Week 13:</u> 11/8 & 11/10	Hate Violence & Terrorism	<b>11/8:</b> 1) H&H, Ch. 21 2) H&H, Ch. 22  <b>11/10:</b> 1) A&B, Ch. 9 2) H&H, Ch. 23
<u>Week 14:</u> 11/15 & 11/17	Genocide	<b>11/15:</b> 1) A&B, Ch. 10  <b>11/17:</b> 1) Genocide research & activity due <b>*Part 3 of Case Study Paper due on D2L by 5:30pm</b>
11/22 & 11/24	<b>FALL BREAK—NO CLASS!</b>	Enjoy!
<u>Week 15:</u> 11/29 & 12/1	Catch up/Review  12/1: <b>FINAL EXAM</b>	11/29: 1) Complete study guide  12/1: Study!