



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
SIYU LIU	sul445	Capital College (CA)	Not Available
ALEXANDER SIEDSCHLAG	AUS50	Capital College (CA)	Not Available

Academic Home: Capital College (CA)

Type of Proposal: Add Change Drop

Message for Reviewers:

Course Designation

(PLSC 290N) Comparative Violence: Political and Criminological Perspectives

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

CRIMJ 12 PLSC 3 CRIMJ 100

Abbreviated Title: Comparat. Violence

Discipline: General Education

Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

Writing/Speaking (GWS)

Quantification (GQ)

Knowledge Domains

Health & Wellness (GHW)

Natural Sciences (GN)

Arts (GA)

Humanities (GH)

Social and Behavioral Sciences (GS)

Additional Designations

Bachelor of Arts

International Cultures (IL)

United States Cultures (US)

Honors Course

Common course number - x94, x95, x96, x97, x99

Writing Across the Curriculum

First-Year Engagement Program

First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3
Maximum Credits: 3
Repeatable: NO
Department with Curricular Responsibility: Public Affairs (HBCA_PUBAF)
Effective Semester: FA 2019
Travel Component: NO

Course Outline

A brief outline or overview of the course content:

This course discusses the origins of individual and mass violence and why some parts of the world or parts within a country have more of it than others. This course is designed for individuals inquisitive about this puzzle and help them critically approach it through an interdisciplinary and comparative lens.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

- Course introduction (Week 1)
- Defining violence; the scope of the phenomenon (Week 2)
- The new security studies and the security research perspective: studying violence across domains, level of analysis, and disciplinary boundaries (Week 3)
- What is political violence: evolution of history (Week 4)
- Terrorism: history, types, and causes (Week 5)
- Revolutions and revolts: history and causes (Week 6)
- Ethnic conflicts and civil wars: history, causes and levels of resolution (Week 7 and 8)
- Midterm (Week 9)
- Causes of violence at individual level (Weeks 10 and 11)
- Subtypes of violence: Intimate partner violence, gang violence, and school violence (Weeks 12 and 13)
- Violence prevention and countering violent extremists programs in the U.S. and select other countries (Weeks 14 and 15)
- Final assignment due (Week 16)

Course Description:

This course will cater to the interests of anyone who has ever asked oneself: what are the origins of individual and mass violence and why some parts of the world or one's own country have more of it than others? This course is designed to critically approach this question, based on the broad, cross-disciplinary perspective of security research and new security studies. This course will enable students to understand the distinctions and overlaps between political and criminal violence, analyze the levels from individual to mass violent behaviors, and assess theoretical approaches to studying violence. Students will engage in comparative exploration of different disciplinary perspectives on the origins and types of violent behaviors, including political science, criminal justice, international relations, and others. The course will provide the critical basis (theoretical and empirical) for students to evaluate the puzzle from multiple angles.

The name(s) of the faculty member(s) responsible for the development of the course:

| Name: SIYU LIU (sul445)

Title:

Phone:

Address:

Campus: HB

City:

Fax:

| Name: ALEXANDER SIEDSCHLAG (AUS50)

Title:
Phone:
Address:
Campus: HB
City:
Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

1. Define the concept of violence in various international and inter-cultural contexts, and identify patterns of violent behaviors both political and criminal in nature;
2. Describe the new security studies and the security research approach to the study and prevention of violence;
3. Explain individual violence with the major theories in criminal justice;
4. Explain mass violence using the major theories in political science;
5. Understand the distinctions and overlaps of analytical approaches between political and criminal violence;
6. Compare socio-political, cultural and historical contexts that either engender or inhibit the rise or fall of violence;
7. Propose solutions to specific cases of violence in particular political, cultural and/or criminal justice contexts (i.e. government reaction to massive rebellion or key factors at play for a domestic violence scenario);
8. Identify, organize and summarize relevant scholarly information and communicate it (both in written and oral form) in a clear and concise manner; and
9. Continue to develop critical thinking skills.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed. The procedures for determining students' grades should be specifically identified.

A potential grading will comprise the following elements and percentages:

Class discussions -- 10%
Academic integrity test -- 3%
APA poll -- 2%
Weekly review questions -- 25%
Midterm exam -- 25%
Final paper -- 35%

Total -- 100%

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

This course introduces the fundamental knowledge regarding the topic of violence. It offers a comparative view through political science and criminal justice. Taking CRIMJ012 or CRIMJ100 or PLSC 3 would help students better understand the criminal justice system in the US and the relevant comparative government systems around the world. However, these courses are not required as prerequisites.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

This course is an inter-domain course with both Humanities (GH) and Social and Behavioral Science (GS) components in General Education. Students are introduced with course materials with an emphasis on "history and culture" (GH) of violence. Also through discussions on the intersection of social forces on individual behaviors, the course also trains students to approach the topic of violence through scientific inquiry to better understand the multifaceted context of violence in a society.

A description of any special facilities:

n/a

Frequency of Offering and Enrollment:

The course is envisioned to be offered every school year. The enrollment is expected to be 30 students.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their

community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

EFFECTIVE COMMUNICATION: The course provides opportunities to foster skills in communication through two modes: verbal and written. For verbal communication skills, class discussions are key components of the course to allow students to summarize course materials and construct arguments to classmates and instructors. For written communications, weekly review questions based on readings and the final term paper (with one opportunity of revising the paper draft based on feedback from the instructors) the students not only practice writing skills synthesizing course materials, but also develop their own theme and supporting arguments in the paper.

CRITICAL AND ANALYTICAL THINKING: Due to the nature of the topic (violence), many issues discussed in the course are highly demanding of critical thinking skills, regarding the evaluation of evidence from various points of view and from various socioeconomic contexts. These issues are not only presented through statistics on a larger scale; it also incorporates story accounts of victims of violence, as well as historical events to offer comparative analysis with that of the US.

INTEGRATIVE THINKING: The integrative nature of the course encompassing key concepts in political science and criminal justice exposes the students to interdisciplinary learning. The key individual and social forces emphasized frequently in social science inquiry are combined with historical and cultural analysis to provide contextual understanding of the social phenomenon - violence in a society. This interdisciplinary learning opportunity is advantageous in the fast-changing diverse and globalized world.

GLOBAL LEARNING: the comparative nature of the course offers an opportunity to the students to learn about other cultures through the common lineage of violence. Discussions of salient characteristics in a foreign country facilitates a more sophisticated understanding of violent behaviors.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

EFFECTIVE COMMUNICATION: Verbal communication skills are assessed through class discussions and group discussions. Writing skills are assessed through whether the student could 1) Synthesize the readings and construct coherent answers to weekly review questions that aim to facilitate reading comprehension and 2) Write a final paper that demonstrates student's ability to locate reliable academic information and effectively summarize findings from the readings to answer a relevant question.

CRITICAL AND ANALYTICAL THINKING: This objective is assessed throughout the semester in all tasks ranging from in-class exercises (i.e. discussions) to writing assignments weekly and the paper toward the latter half of the semester. The ability to critically evaluate new information and examine a topic through multiple perspectives is an essential component of all assignments.

INTEGRATIVE THINKING: Both the mid-term exam and the final paper push students to link learning points from both disciplines in political science and criminal justice to assess the issues. In the final paper, students are expected to utilize knowledge points from both perspectives to broadly explain the manifestation of violence in the American society and beyond.

GLOBAL LEARNING: The mid-term exam and the final paper are to assess the mastery of various knowledge points about different national geopolitical contexts for violence, and the various individual-level as well as contextual-level factors empirically supported to be related to violent behaviors.

General Education Domain Criteria

General Education Designation: Inter-Domain

GH Criteria

Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas

Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses

Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities

Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range

Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

The reading materials (academic articles and books in both fields - political science and criminal justice; the videos, and news reporting on current affairs around the world) facilitate students' understanding of the various aspects of violent events/types of behaviors throughout modern history. High profile cases and events will be discussed to stimulate interest and engagement in classroom discussions while incorporating key concepts. For example, the changing characteristics (of offenders and motives) of domestic terrorism in the history of US can be demonstrated with various multimedia materials as well as through the experience of different groups involved in these events to encourage critical thinking.

The comparative as well as integrative emphases of the course encourage students to become comfortable with global thinking and open-minded approach.

GS Criteria

Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas

Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences

Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings

Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems

Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

What components of the course will help students achieve the domain criteria selected above?

The reading materials (academic articles and books in both fields - political science and criminal justice; the videos, and news reporting on current affairs around the world) facilitate students' understanding of prevalent methodology in social science research such as qualitative and quantitative analyses. Through these readings, students are prepared with and introduced to how researchers endeavor to answer a research question related to a social phenomenon through the collection and analysis of data. The comparative and integrative nature of the course pushes students to think about the issue of violence through the interaction of multiple forces - on the individual, group, community, as well as national level.

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

Frequently the approach to learning violence and the responses to violence is anchored in one particular discipline (either political science or criminal justice); in addition, the focus of the discussion on this critical and globalized issue may not have a balanced focus on both historical and cultural root and the interacting forces in a modern human society. Through the combination of both the domain of humanities and the domain of social and behavioral science, this course combines the equally important aspects of learning domain to examine the issue of violence.

Following an humanities approach, the topics such as terrorism, gang violence, and revolutions, are examined through the in-depth analysis of human experience such as literature (e.g. movies and documentaries). In addition, students are also expected to read relevant scholarly literature that adopts scientific methods of inquiry. This latter approach through social science assists students broader understanding and foster a linkage between the observation of human experience and the quest to seek answer related to the experience in a scientifically sound manner.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

The course draws equally on the historical-evolutionary and social-scientific approaches to study of violence. In that the course content is equally divided between the two domains and the disciplines. For each topic (1 or 2 weeks long) the course looks at the cultural-historical perspective to examine the evolutionary trends in development of either political or criminological notions of violence. Then it examines the social-scientific attempts to explain these phenomena and offer possible solutions.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

The staff plan is envisioned to include one instructor with a background in political science and one with that of criminal justice. Each instructor is to approach the issue of violence from their respective area of expertise with an integrated focus of culture, history, and the study of a social phenomenon through scientific methods.

For example, the form submitters for the current proposal—Dr. Azamat Sakiev and Dr. Siyu Liu—could be a team to take up this course.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

Weekly review questions

- For each week, students are to synthesize the readings with a focus on the culture, history of human activities and the relevance in the issue of violence from a wide array of topics.

Classroom discussions

- The discussions in the class will center on tracing the various contributing forces of violence in example countries with varying cultural and social contexts. While large events are introduced, relevant empirical studies are also discussed and connected to cover both micro and macro-level integrated understanding of human experience and scientifically sound conclusions.

Exam

- The emphasis of a combined approach for humanities and social science is reflected in the key concepts and students are expected to master the concepts in a test setting.

Term paper

- The paper assignment seeks the student's commitment to a project that involves an integrated mindset on researching a topic of causes of violence. It requires the student to connect the social and historical context of a human society with the subject matter while supporting arguments with scientific evidence.

General Education Designation Requirements

Bachelor Of Arts Requirements:

- BA: Natural Sciences
- BA: Other Cultures
- BA: Foreign/World Lang (12th Unit)
- BA: Humanities
- BA: Social and BA: Behavioral Sciences
- BA: Arts
- BA: Quantification
- BA: Foreign/World Lang (All)

This course focuses on the integrative learning on the topic of violence through developing the competency in understanding the various causes of violence from historical and cultural analysis. This competency facilitates further understanding of the social science studies related to the various causes of violence also discussed in the course using concepts, principles, and methods of scientific inquiry, with a specific focus on theories behind the forms of violence in human society, and the interrelationships of human institutions related to the contribution, detection, and prevention of violence.

Intercultural Requirements:

The course uses a selected set of countries/societies to demonstrate the various forms of violence engendered from different cultural and historical contexts. Meanwhile, it also compares such contexts and forms of violence with that of the United States. Specifically, the course aims to achieve the following:

1. it encourages comparative and critical thinking through the more in-depth knowledge of international cultures with discussions on people's beliefs, traditions, cultural values and activities that tie themselves to the specific forms of violence.
2. It presents the cultural and historical background of a human society with a developmental focus that increases student skills in the comprehensive examination of a social phenomenon.

Campuses That Have Offered () Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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Potential Impact

Pre-Requisites

is *listed as a pre-requisite or concurrent course* for the following courses:

Note: Not all courses may be listed here, due to lionpath requirement incompleteness.

No pre-requisites or concurrent courses found

Penn State Harrisburg - School of Public Affairs
General Education Course Development (Inter-domain - GH & GS)

Office: General Statistics Violence: Pol Sci 2019 Office: Political Research Sukiev

Office phone: 717-948-6292 am-12pm

Office phone: 717-948-6060 am-12pm

Email: siyuliu@psu.edu

Email: asakiev@psu.edu

Course Description:

This course will cater to the interests of anyone who has ever asked oneself: what are the origins of individual and mass violence and why some parts of the world or one's own country have more of it than others? This course is designed to critically approach this question. Tackling it will by nature be an interdisciplinary and comparative process. Therefore, this course will enable students to understand the distinctions and overlaps between political and criminal violence, analyze the levels from individual to mass violent behaviors, and assess theoretical approaches to studying violence. Students will engage in comparative exploration of political science, international relations, and criminal justice perspectives on the origins and types of violent behaviors. The course will not answer the question for students, but will provide the critical basis (theoretical and empirical) for students to evaluate the puzzle from multiple angles.

General Education Learning Objectives:

This course aligns with four out of seven general education learning objectives. These are: effective communication, critical and analytical thinking, integrative thinking, and global learning. Upon satisfactory completion of the course the students will acquire these skills at competent or above level.

Required Readings* :

Flannery, D. J., Vazsonyi, A. T., & Waldman, I. D. (Eds.). (2007). *The Cambridge Handbook of Violent Behavior and Aggression*. Cambridge University Press.

Heitmeyer, W. and Hagan, J. (Eds.). (2003). *International Handbook of Violence Research* Kluwer, 2003

~~All required readings articles available at ANVAS.~~

Learning Objectives

The goal of this course is to learn about the complex issues surrounding juvenile justice in America. Accordingly, the following are the course objectives. By the end of this course, students should be able to:

1. Define the concept of violence in various international and inter-cultural contexts, and identify patterns of violent behaviors both political and criminal in nature;
2. Describe the new security studies and the security research approach to the study and prevention of violence;
3. Explain individual violence with the major theories in criminal justice;
4. Explain mass violence using the major theories in political science;
5. Understand the distinctions and overlaps of analytical approaches between political and criminal violence;
6. Compare socio-political, cultural and historical contexts that either engender or inhibit the rise or fall of violence;
7. Propose solutions to specific cases of violence in particular political, cultural and/or criminal justice contexts (i.e. government reaction to massive rebellion or key factors at play for a domestic violence scenario);
8. Identify, organize and summarize relevant scholarly information and communicate it (both in written and oral form) in a clear and concise manner; and
9. Continue to develop critical thinking skills.

How will these learning objectives be met?

Class activities are not isolated. In fact, the course is set up specifically to address these learning objectives. There are several assignments and activities designed to help meet these learning outcomes, as described below.

Assignment/Activity	Learning objective(s) met
Assigned readings	1-7
Class discussions	1-9
Plagiarism test	8, 9
APA Poll	8
Weekly review questions	1-9
Mid-term Exam	1-9
Final paper	1-9

Course Requirements

Academic Integrity Tutorial (3 points) - Due Week 2 before class To complete this assignment, students are to take the quiz here: <http://academicintegrity.psu.edu/>. Follow the training steps till Final Assessment and electronically print out the certificate after completing the assessment and upload it to CANVAS/ASSIGNMENTS. See page 5 for more information about academic integrity.

APA Tutorial (2 points) – Due Week 3 before class

Students are to familiarize themselves with APA citation style (use this site to obtain helpful information on APA citation: <http://guides.libraries.psu.edu/apaquickguide/>). Then students are to take a quiz here: <http://guides.libraries.psu.edu/apaquickguide/quiz>. The acceptable score is correctly answering 10 out of the 12 questions. Take a screenshot that visually includes your results and upload it to the APA Tutorial in CANVAS/ASSIGNMENTS.

Weekly Review Questions (25 points) – Due Weekly

Each week, questions regarding the reading materials will be posted on CANVAS, and the students are expected to answer the questions with substantive content demonstrating a good understanding of the materials. Submissions are via CANVAS/ASSIGNMENTS.

All writing assignments must be in APA format with proper APA citation. All work submitted must be your own – see the section below on Academic Integrity.

Classroom Discussions (10 points)

Critical thinking skills are important for evaluating material, both within and outside of this course. Before the meeting of each week, students are expected to complete the required readings and submit answers for the weekly review questions. During each meeting, students are expected to bring notes of these answers and participate in class discussions. The grading of discussions will be based on participation—more for substantive contribution, i.e. quality, not quantity.

Mid-term Exam (25 points)

The exam will be in the form of open-book open-ended questions. Total number of questions will be announced in class. For the grading criteria of this exam, see under “Final Paper”. If students have a concern about a test question, address it *in writing* to the instructor within *one week* of receiving the test grade. This should include giving the reason for the concern, giving the reason why you feel your answer is as good as or better than the test answer, and supporting your position, citing a paragraph in the text. **Exams will not be returned to students; students should visit the instructor during office hours to review their exams.**

Final Paper (35 points)

Each student will select a topic on the comparative view of violence by **Week 4** to work on a term paper throughout the semester. A list of topics and guidelines for the structure of the paper will be provided in class. Papers should be typed and double-spaced, using 12-point font and 1-inch margins, around 12-15 pages.

A first draft would be submitted by **Week 10** for comments and feedback from the instructor, and then a final draft by the end of the semester (**Week 16**). The paper will be in the form of a literature review on the selected topic with **author's own** argument. It is not a compilation of short reviews for different articles but a coherent and well-constructed literature review toward one central theme. Details would follow in class. **The instructor is not responsible for soliciting late papers.**

Papers will be evaluated using the following criteria: demonstrating knowledge and thorough understanding of the subject matter (12 points), answering sufficiently all components of the writing prompt (appropriate depth and breadth of coverage, 10 points), integrating a wide array (a minimum of 5) of high-quality scholarly sources (8 points), and writing clearly with proper APA citation format and a minimum of grammatical or spelling errors (5 points).

To assist students in avoiding plagiarism, students MUST run their FINAL draft through Turn-It-In. Instructions for doing this are posted on CANVAS. See Page 5 for course log-in information on Turn-It-In.

Grading Policies and Course Expectations

Class discussions =	10 points	10%
Academic Integrity Test =	3 points	3%
APA Poll =	2 points	2%
Weekly review questions =	25 points	25%
Mid-term exam =	25 points	25%
Final paper =	<u>35 points</u>	<u>35%</u>
	100 points	100%

<u>Percentage:</u>	<u>Letter equivalent:</u>	<u>Grade Points</u>
94.5% or above	A	4.0
89.5%-94.4%	A-	3.6
86.5%-89.4%	B+	3.3
82.5%-86.4%	B	3.0
79.5%-82.4%	B-	2.6
74.5%-79.4%	C+	2.3
69.5%-74.4%	C	2.0
59.5%-69.4%	D	1.0
59.4% or below	F	0.0

Academic Integrity

Honesty and integrity always are important. Criminal Justice professionals, in particular, must be exemplary role models in society. Students are expected to conduct themselves at all times in a manner which reflects the highest standards of ethical behavior.

In this course and throughout the curriculum, students will be asked to focus on and analyze specific source material. It is important that students distinguish clearly between your own words and ideas and the words and ideas of other authors. Failure to do so may not only cause confusion for the reader, but may also result in PLAGIARISM - a serious violation of academic ethics.

IMPORTANT: To copy material verbatim from a source without using quotation marks or using quotation marks without indicating exactly the source of your material is unacceptable. To paraphrase another author's material - namely, putting it in your own words - without indicating exactly the source of this paraphrased material is also unacceptable. Using another author's words or ideas and not giving that author credit is plagiarism. Eliminating or adding one or two words to an existing sentence or abbreviating a compound sentence is also plagiarism. Citing a source you did not read or making up a citation is considered fabrication. These are some of the violations of academic integrity; students should become familiar with all forms of academic

dishonesty. Students caught violating academic integrity will receive a grade of “F” for the assignment, may receive a failing grade for the course and may face expulsion from the University.

~~It is the student's responsibility to be aware of behaviors that constitute academic dishonesty. The PSH Academic Integrity Policy and Procedures is available on the PSH website at <http://harrisburg.psu.edu/policy/academic-integrity-policy>. Also see Senate Policy 49-20 “Academic Integrity”.~~

IT IS THE STUDENT’S RESPONSIBILITY TO BE AWARE OF BEHAVIORS THAT CONSTITUTE ACADEMIC DISHONESTY . The PSH Academic Integrity Policy and Procedures is available on the PSH website at <http://harrisburg.psu.edu/policy/academic-integrity-policy>. Also see Senate Policy 49-20 “Academic Integrity”.

Note: Penn State uses the plagiarism detection tool Turnitin.com. Turnitin performs originality checks on submitted papers, checking the submissions against four possible plagiarism sources. These include the Internet; *Proquest*, a database that contains full-text articles of many newspapers and magazines; Turnitin’s own database of thousands of student papers turned into the site from other universities; and a database of papers submitted from Penn State to Turnitin. Once the paper is checked, an originality report is sent to the submitter. The report highlights possible instances of plagiarism and the source of the questionable text. **You must submit work to Turn-It-In before submitting it to the instructor to ensure it has no questionable wording**. The number for this course on Turnitin.com is 1234567, password **cv2019**.

Tutoring and Writing Assistance

Learning Center Writing Tutoring and Other Academic Support

The Russell E. Horn Sr. Learning Center provides tutoring for writing assignments as well as for other aspects of the academic experience. You can make an appointment in one of the four ways listed below. An appointment is recommended, though not required.

Website	Online Scheduler	Phone	In Person
harrisburg.psu.edu/learning-center	psuh.mywconline.com	717-948-6475	SEC 201

The Learning Center provides tutoring support for writing assignments in this class. Do you need help developing your thesis and ideas? Do you need objective feedback when you’re drafting or revising your papers? Do you have questions about MLA, APA, or Chicago styles? Do you want to improve your academic writing skills? The writing tutors at the Learning Center are experts at helping students improve their writing. Writing handouts are available at psu.box.com/v/WritingResources and in print in SEC 201.

1 An explanation of plagiarism from an English course at University Park. http://www.courses.psu.edu/engl/engl030_jth/PLAGIARI.html

Plagiarism: What It is and How to Recognize and Avoid It. <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

How To Avoid Plagiarism. <http://ltl.its.psu.edu/suggestions/cyberplag/cyberplagexamples.html> PSU

Academic Integrity Policy <http://www.cl.psu.edu/acadpolicies/guideline8.html>

Other Academic Support

Is English an additional language for you and your home language is “getting in the way?” Are you spending excessive amounts of time trying to finish your assigned readings? Are you nervous about participating in class and presenting speeches? **American & Academic Literacy (AAL)** appointments support international and other multilingual students with their transition to the U.S., and can help *all students* with their speeches. Our **Academic Skills Consultants** can also help with time management, organization, and study skills.

Communication

CANVAS will be our primary means of communication. This manner of communication provides a convenient means of e-mailing the instructor and classmates; accessing the course syllabus, additional readings, and class assignments; obtaining grades; reading announcements; and other points of information affecting the class.

Sending emails: PSH e-mail also will be a source of communication. Please check your PSH email daily and respond promptly to email inquiries. **In the event that class is canceled, students will be notified via email.**

When sending us a message, **please use your PSH email address** . Also, due to the volume of emails that instructors receive, please use the subject line “**Comparative Violence**” whenever you send an email. Be sure to **sign your message** so I know who you are. Proper salutations and proper grammar are strongly encouraged.

Attendance

All students are expected to attend every class. **Students cannot earn credit for discussions unless students attend class.**

If you are absent due to illness/injury/death in your immediate family, contact the instructor by email **PRIOR** to class time. If you know in advance that you will be absent for an exam with an approved absence, you will be expected to take the exam **PRIOR** to the exam date. If however if your absent is unexpected, you are expected to contact the instructor for the make-up the first class period you return, and the make-up work is due the next class period.

IT IS THE STUDENT'S RESPONSIBILITY TO CONTACT THE INSTRUCTOR TO REQUEST MAKE-UP WORK. Failure to abide by these rules will result in a grade of zero on the assignment/exam .

Late Work

The penalty for work submitted late is a **10% reduction** in the assignment grade for **every calendar day** the assignment is late. Because assignments are due at the beginning of class, **assignments are considered late when lecturing begins; no assignments will be accepted more than five days after they are due.** (Classroom assignments that are completed in class will not be accepted late.) Students must see the instructor directly; do not rely on friends or anyone else to contact the instructor on your behalf.

Religious observance : By the end of Week 1, students must provide to the instructor, in writing, a request for a make-up exam for an exam date on this syllabus that they are unable to make due

to a specific religious observance (specify) on a specific date. Please remember that accommodations are NOT made for travel to and from the religious observance.

Class Seating: Students are free to sit where they like, except for a few circumstances. If students consistently talk with people around them, the instructor will ask them to leave. During exams, students are asked to leave an empty seat between one another whenever possible.

Food & Drink in the classroom: Drinks and snacks are permitted as long as they do not cause class disruption or result in littering. In other words, no noisy food is allowed and **clean-up afterward is expected**. Also the consumption of food is not a legitimate reason to not participate in class discussions.

Cellular phones and beepers: **Please MUTE all cellular phones, beepers, or any other potentially disruptive equipment . Texting during class is NOT permitted .** Keep cellular phones, beepers and other potentially disruptive equipment in pockets, purses or backpacks throughout class – in other words, **put it away!**

Laptops in the classroom: **Laptops and other electronic devices (e.g., iPads, tablets) are NOT permitted unless per requested accommodation .**

Classroom Code of Conduct/Academic freedom and intellectual interaction Freedom of speech and ideas is a basic principle of academic life (and of universal human rights). Please listen carefully to classmates and respect other viewpoints. Everyone will have a chance to express their opinions relevant to the topic of discussion as long as it is voiced in a respectful manner. Furthermore, intellectual interaction and a healthy academic environment necessitate that we address and refer to each other with utmost politeness, cordiality, and an appropriate tone of speech. Conversely, engaging in derogatory statements, hate speech, interruptions, heckling, or in belittling ideas with which one disagrees will not be tolerated.

The success of this class is dependent not only on my abilities as an instructor to communicate new and complicated ideas, but also on our ability as a class to work together to create an environment conducive to learning. Unfortunately, disruptive behaviors in the classroom cheat other students out of opportunities to learn.

Students are expected to treat each other with respect. Disruptive behavior of any kind – including but not limited to classroom disruptions and inappropriate emails – will not be tolerated. Students who are unable to show civility with one another or with me will be asked to leave and will be subjected to PSH disciplinary policies. In other words, students are expected to adhere to the PSH Student Code of Conduct, which provides a list of rights and responsibilities as a student and outlines the violations of the Student Code of Conduct and the sanctions for these violations: <http://studentaffairs.psu.edu/conduct/codeofconduct/>.

Additionally, **no** weapons are permitted in class. Anyone found in possession of a weapon will **be reported immediately to the Campus Police Services, and as he will receive 7/17/948162312** the course.

Recordings

Because the instructor is encouraging open discussion, students may **not** record any class. First, there has to be some room to try out an idea that you later wish you **had** not, without having it recorded for posterity and YouTube.

Additionally, the lectures delivered in this class and the course materials created and distributed by the instructor are protected by federal copyright law as original works. Lectures are recorded or delivered from written lectures in order to ensure copyright protection. Students are permitted to take notes of lectures and to use course materials for personal use in this course. Students may not record, reproduce, or distribute my lectures/notes for any commercial purpose without the instructor's written consent. Specifically, students may not sell or distribute copies or modified copies of the instructor's course materials, possess commercial copies of notes, or assist another person or entity in selling or distributing those materials.

Learning Differences

Students who are in need of special accommodations because of a documented learning disability or physical disability must submit the appropriate documentation to the PSH Office of Disabilities Services: 717.948.6025. Once approved, the accommodation plan will be developed.

The instructor will make every effort to accommodate students who are registered with the ODS and who provide her with a PSH ODS accommodation form which has been updated for the Spring 2017 semester.

FERPA

The Family Educational Rights and Privacy Act (FERPA) of 1974 requires that PSH maintains the confidentiality of student education records. Pursuant to this Act, the employees of PSH may not discuss a student's academic progress with a third party (i.e., parents, roommates, friends, etc.) without the student's written consent. This means the instructor cannot talk to parents or friends about how a student is doing academically in this course.

Diversity Statement

The University is committed to equal access to programs, facilities, admission, and employment for all persons. It is the policy of the University to maintain an environment free of harassment and free of discrimination against any person because of age, race, color, ancestry, national origin, religion, creed, service in the uniformed services (as defined in state and federal law), veteran status, sex, sexual orientation, marital or family status, pregnancy, pregnancy-related conditions, physical or mental disability, gender, perceived gender, gender identity, genetic information, or political ideas. Discriminatory conduct and harassment, as well as sexual misconduct and relationship violence, violates the dignity of individuals, impedes the realization of the University's educational mission, and will not be tolerated.

Direct all inquiries regarding the nondiscrimination policy to our Penn State Harrisburg Office of Student Affairs at the following link: <https://harrisburg.psu.edu/webform/office-student-conduct-incident-report-form>.

**** Please note: Any part of this syllabus may be changed at the discretion of the instructor.****

Outline, Assignments, and Course Schedule

*Article readings are available on Canvas; all readings should be completed BEFORE class for that week.

WEEK 1:	
TITLE Note: xxx is the last day to drop.	Introduction to the Course

WEEK 2:	
TITLE	Defining violence The scope of the phenomenon <ul style="list-style-type: none"> • Individual violence rate by country by demographic groups • Studying violence: measurements, data, and methods
READINGS	<ul style="list-style-type: none"> • Tolan, P. (2007). Understanding violence. <i>Handbook</i> Chapter 1 • Farrington, D. (2007). Origins of violent behavior over the life span. <i>Handbook</i> Chapter I.2. • Widom, R. (2003). <i>Intergenerational Violence: A Life Course Approach</i>. New York: Springer. • UNODC, <i>The Global Study on Homicide 2013</i>

WEEK 4:	
TITLE	What is political violence? Evolution: "old" vs. "new" terrorism
READINGS	<ul style="list-style-type: none"> • Goldberg, Joseph E. 1991. "Understanding the Dimensions of Terrorism." <i>Perspectives on Political Science</i> 20(2): 78-88. • Hamilton, Lawrence C., and James D. Hamilton. 1983. "Dynamics of Terrorism." <i>International Studies Quarterly</i> 27(1): 39-54.

WEEK 5:	
TITLE	Terrorism: Causes
READINGS	Structural-situational explanations <ul style="list-style-type: none"> • Martin, Chapter 3 • Crenshaw, Martha. 1981. "The Causes of Terrorism." <i>Comparative Politics</i> 13(4): 379-399. • Piazza, James. 2006. "Rooted in poverty?: Terrorism, poor economic development, and social cleavages." <i>Terrorism and Political Violence</i> 18(1): 159-177.

WEEK 5 (continued) :	
TITLE	Terrorism: Types

READINGS	State-sponsored, dissident, religious, political-ideological, international <ul style="list-style-type: none"> • Martin, Chapter 4 • Rapoport, David C. 1984. "Fear and Trembling: Terrorism in Three Religious Traditions." <i>The American Political Science Review</i> 78(3): 658-677. • PBS Documentary: <i>Secrets of the Dead: Mumbai Massacre</i> (52 min) • Graeber, David. 2002. "The new anarchists." <i>New Left Review</i> 13 (1-2). • <i>Aljazeera Documentary: The Heirs</i> (Rise of right-wing extremism in Colombia, 45 min).
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WEEK 6:	
TITLE	Revolutions and Revolts
READINGS	What are revolutions and why are they so rare? <ul style="list-style-type: none"> • Howard Handelman, Chapter 7 • Documentary film: <i>Fidel Castro: The Untold Story</i>

WEEK 7:	
TITLE	Ethnic Conflicts and Civil Wars: Causes
READINGS	What is ethnicity and why is it so contentious? <ul style="list-style-type: none"> • Howard Handelman, Chapter 4

WEEK 8:	
TITLE	Ethnic Conflicts and Civil Wars: Levels and Resolutions
READINGS	How ethnic conflicts end? <ul style="list-style-type: none"> • Ted Gurr, "Ethnic Warfare on the Wane," <i>Foreign Affairs</i>, May/June, 2000

WEEK 9:	
TITLE	Midterm Exam

WEEK 10:	
TITLE	Causes of violence at individual level I
	<ul style="list-style-type: none"> • Biopsychological <ul style="list-style-type: none"> ○ Neurological basis ○ Empathy and ASPD (psychopathy) • Sociological (structural) <ul style="list-style-type: none"> ○ Inequality

	<ul style="list-style-type: none"> ○ Neighborhood (poverty, segregation, & collective efficacy)
READINGS	<p>Neurological basis:</p> <ul style="list-style-type: none"> • Scarpa, A. & Raine, A. (2007). Biosocial bases of violence. <i>Handbook</i> Chapter 7. <p>Psychopathy :</p> <ul style="list-style-type: none"> • Jones, S. E., Miller, J. D., & Lynam, D. R. (2011). Personality, antisocial behavior, and aggression: A meta-analytic review. <i>Journal of Criminal Justice</i>, 39(4), 329-337. <p>Inequality :</p> <ul style="list-style-type: none"> • Testa, A., Young, J. K., & Mullins, C. (2017). Does democracy enhance or reduce lethal violence? Examining the role of the rule of law. <i>Homicide Studies</i>, 21(3). 219-239. <p>Neighborhood :</p> <ul style="list-style-type: none"> • Fajnzylber, P., Lederman, D., & Loayza, N. (2002). What causes violent crime? <i>European Economic Review</i>, 46(7), 1323-1357.

WEEK 11:	
TITLE	<p>Causes of violence at individual level II</p> <ul style="list-style-type: none"> • Sociological (structural) <ul style="list-style-type: none"> ○ Child-rearing in family-of-origin • Contextual factors <ul style="list-style-type: none"> ○ Substance ○ Culture ○ Peer and social learning (reading?)
READINGS	<p>Family :</p> <ul style="list-style-type: none"> • Sousa, C., Herrenkohl, T. I., Moylan, C. A., Tajima, E. A., Klika, J. B., Herrenkohl, R. C., & Russo, M. J. (2011). Longitudinal study on the effects of child abuse and children's exposure to domestic violence, parent-child attachments, and antisocial behavior in adolescence. <i>Journal of Interpersonal Violence</i>, 26(1), 111-136. <p>Substance use:</p> <ul style="list-style-type: none"> • Kretschmar, J. & Flannery, D. (2007). Substance use and violent behavior. <i>Handbook</i> Chapter 34. <p>Culture :</p> <ul style="list-style-type: none"> • Warr, M. (2007). Violence and culture in the United States. <i>Handbook</i> Chapter 29.

WEEK 12:	
TITLE	<p>Intimate partner violence (interpersonal violence)</p> <ul style="list-style-type: none"> - Definition - Scope - Characteristics of the offender and victims - Frontline Documentary, "A Death in St. Augustine" (2013)

READINGS	<ul style="list-style-type: none"> • Ali, P. A., & Naylor, P. B. (2013). Intimate partner violence: A narrative review of the feminist, social and ecological explanations for its causation. <i>Aggression and Violent Behavior, 18</i>(6), 611-619. • Eriksson, L., & Mazerolle, P. (2015). A cycle of violence? Examining family-of-origin violence, attitudes, and intimate partner violence perpetration. <i>Journal of Interpersonal Violence, 30</i>(6), 945-964. • Yamawaki, N., Ochoa-Shipp, M., Pulsipher, C., Harlos, A., & Swindler, S. (2012). Perceptions of domestic violence: The effects of domestic violence myths, victim's relationship with her abuser, and the decision to return to her abuser. <i>Journal of Interpersonal Violence, 27</i>(16), 3195-3212.
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WEEK 13:	
TITLE	School violence <ul style="list-style-type: none"> - Definition - Scope - Characteristics of the offender and victims
READINGS	<ul style="list-style-type: none"> • Olweus, D. (2013). School bullying: Development and some important challenges. <i>Annual Review of Clinical Psychology, 9</i>, 751-780. • Salmivalli, C. (2010). Bullying and the peer group: A review. <i>Aggression and Violent Behavior, 15</i>(2), 112-120.

WEEK 14:	
TITLE	Gang violence <ul style="list-style-type: none"> - Definition - Scope - Typology and forms - Frontline Documentary, "The Interrupters" (2012)
READINGS	<ul style="list-style-type: none"> • Decker, S. (2007). Youth gangs and violent behavior. <i>Handbook</i> Chapter 18. • Papachristos, A. V., Hureau, D. M., & Braga, A. A. (2013). The corner and the crew: the influence of geography and social networks on gang violence. <i>American Sociological Review, 78</i>(3), 417-447.

WEEK 15:	
TITLE	Prevention efforts: models and effectiveness <ul style="list-style-type: none"> - Terrorism - IPV

	<ul style="list-style-type: none"> - Gang - Bullying
READINGS	<ul style="list-style-type: none"> • Heimerl, C. B., Foy, M., Hagawa, J., & Kluster (2003). (2014) The Effectiveness of school-based bullying prevention programs: A systematic review. <i>Aggression and Violent Behavior, 19</i>(5), 532-544. • Dahlberg, L. (2007). Public health and violence moving forward in a global context. <i>Handbook</i> Chapter 23.

WEEK 16:	
TITLE	Final examination/assignment week
DUE	Final version of term paper due (via CANVAS/ASSIGNMENTS)

Introduction to CANVAS, Penn State's Learning Management System

CANVAS is the course management system available at Penn State. It provides us with tools to communicate with each other and to access course materials. Anywhere we have Internet access, we have access to CANVAS. The best browser for PC and Mac users for CANVAS is Google Chrome while others are functional as well (e.g. Internet Explorer 11, Safari 8 and 9, Firefox 46 and 47).

Access CANVAS' log on page at <http://canvas.psu.edu/students/>. You will need your Penn State access account user ID and password to log on. This is the same user ID and password you use to access your Penn State e-mail and library resources. You can go to <http://canvas.psu.edu/students/> for more information.