

47: 202: 324: 01 Violent Crime

3 Credits

Fall, 2020

Class days: Asynchronous

Class time: Asynchronous

Live Recording Sessions: Mondays @ 6:00PM

I. Course Information

Instructor Information:

Instructor: **Tyler Keller, MSc**

Email: tnk23@scarletmail.rutgers.edu

Phone: **973-996-8059**

Live class sessions: **Mondays 6pm -?**

Office Hours: **Thursdays 5pm – 6pm or by appointment**

Zoom: <https://rutgers.zoom.us/my/tnk23?pwd=RzFXeERuQ3cyZEhtb2FmbHhCUFdaZz09>

Course Overview:

This course provides an in-depth analysis of the relationship between violence and criminal behavior. It assesses the theoretical basis of violence by investigating its anthropological, biological, and sociological explanations and roots. Students that take this course will be involved in investigations of how and why violence occurs within the contexts of individuals, groups, and societies.

Course Structure:

This course will be delivered via a series of lectures and PowerPoints. Every Monday I will be live on Zoom at 6:00PM and present that week's material. Students are encouraged to attend the live recordings to discuss course content and ask questions, but it is not required. Recorded content will be uploaded each Tuesday on BlackBoard. These recordings are meant to add structure to each week's material.

This course will be asynchronous, meaning that the student must manage their time effectively to stay on top of the work. Students are expected to submit assignments on time. Office hours will be primarily dedicated to answering questions related to that week's material.

The professor reserves the right to alter the course structure as needed

Course Learning Objectives:

1. Discuss methodological issues in measuring violence in society.
2. Compare and contrast different contexts in respect to violence perpetration; such as social class and violence, violence in the family, between- and within-race violence, gender and violence, and the link between mental illness and violence.
3. Identify causes of youth violence and the origins of youth gangs.

Required Text:

No textbooks are required for this course; Students will be provided access to book excerpts, empirical articles, and news articles to complete the course.

B.S., Criminal Justice Program Learning Goals

Upon completion of the B.S. in Criminal Justice at Rutgers University-Newark, students should be able to:

1. Describe the development and functions of major criminal justice institutions (e.g., police, courts, corrections, and juvenile justice), the activities of actors within these institutions, and how they relate to one another as well as the broader social, political, and economic world.
2. Describe the mechanisms, correlates, theoretical underpinnings, and situational contexts of crime, criminal behavior and opportunity, and techniques for prevention and treatment.
3. Apply and analyze theories related to the policies and practices of the criminal justice system and its major institutions.
4. Demonstrate the ability to gather, explain, and apply empirical research in the field of criminal justice.
5. Obtain a comprehensive knowledge about the process of conducting criminal justice research and develop the skills to conduct criminal justice research with appropriate methodologies.

Course Requirements:

1. Check BlackBoard on a consistent basis.
2. Regular reading of assigned literature, podcasts, and videos.
3. Submit assignments that reflect familiarity with course material.

Course Assignments:

1. Completion of four (4) readings responses
(2 in the first half of the semester and 2 in the second half)
2. A midterm examination
3. A final exam
4. A final paper

II. Course Schedule

All dates and topics subject to change

Week 1 – Defining Violence

Foucault, M. (1975). *Discipline and Punish – The Birth of the Prison*. New York: Vintage Books.
Chapter 1 pp. 3-6.

Week 2 – Measurement; Historical Perspectives

Pinker, S. (2011). Taming the devil within us. *Nature*. 478.
Waldron, J. (2012). A cheerful view of mass violence.
Social Science Bites (2019) – Erica Chenoweth on Nonviolent Resistance

Week 3 – Biosocial and Developmental Perspectives

deWaal, F. (1995) Bonobo sex society, *Scientific American*, 272(3).
Suomi, S. (2003). Social and biological mechanisms underlying impulsive aggressiveness in Rhesus monkeys. In *Causes of Conduct Disorder and Juvenile Delinquency*. New York: Guilford.
Widom, C. S. (1989). The cycle of violence. *Science*, 244: 160-166.
Steinberg, L. (2004). Risk-Taking in adolescence: What changes, and why?" *Annals of the New York Academy of Science* 1021:51-58.

Week 4 – Cultural Perspectives

Anderson, E. "The Code of the Streets." *Atlantic Monthly*, 273(5), 80-91.
Copes, H. et al. (2013). Peaceful warriors: Codes for violence among adult male bar fighters. *Criminology*, 51(3): 761 – 94.

Week 5 – Community Perspectives

Brantingham, P., & Brantingham, P. (1995). Criminality of place. *European Journal on Criminal Policy and Research*, 3 (3), 5-26.
Drawve, G., Thomas, S. & Walker, J. (2016). Bringing the physical environment back into neighborhood research: The utility of RTM for developing an aggregate neighborhood risk of crime measure. *Journal of Criminal Justice*, 44, 21-29.

Week 6 – Situational Perspectives

Luckenbill, D. (1977). Criminal Homicide as Situated Transaction. *Social Problems*, 25, 176-186.
Wolfgang, M. (1957). Victim precipitated criminal homicide. *Criminal Law, Criminology, and Police Science*, 48(1).

Week 7 – Midterm (Due Wednesday, October 14th by 11:59PM)

Final Paper Assigned

Week 8 – Gang Violence; Police Use of Force

Decker, S., et al. (2008). Understanding the black box of gang organization. *Crime and Delinquency* 54:153-172.
Thornberry, T., et al (1993). The role of juvenile gangs in facilitating delinquent behavior. *Journal of Research in Crime and Delinquency* 30(1): 55-87.
Hunt, J. (1985). Police accounts of normal force. *Urban Life*, 13(4), 315-340.
Sierra-Arévalo, M. (2020), Police, culture, and inequality. *ASA Footnotes*, 48(4), 5-7.

Week 9 – School Violence; Rampage Violence; Terrorism

Lankford, A. (2013). A comparative analysis of suicide terrorists and rampage, workplace, and school shooters in the United States from 1990 to 2010. *Homicide Studies*, 17(3):255-74.

Sullivan, M. (2002). Exploring layers: Extended case method as a tool for multilevel analysis of school violence. *Sociological Methods & Research*, 31(2).

Week 10 – Robbery

Wright, R. T., & Decker, S. H. (1997). Creating the illusion of impending death: Armed robbers in action. *The HFG Review of Research*, 2(1): 1-9.

Katz, J. (1988). *Seductions of Crime: Moral and Sensual Attractions of Doing Evil*. New York: Basic Books. Chapter 5 pp. 164-194.

Week 11 – Hate Crimes

Movie - Shenandoah: A working class town and the American Dream on trial.

Pezzela, F., Fetzer, M., & Keller, T. (2019). The dark figure of hate crime underreporting. *American Behavioral Scientist*.

Week 12 – Violence Against Women; Violence by Women

Walker, L. (2009). *The Battered Woman Syndrome*. New York: Springer Publishing. (excerpt)

Steffensmeier, D., Schwartz, J., Zhong, H., & Ackerman, J. (2005). An assessment of recent trends in girls' violence using diverse longitudinal sources. Is the gender gap closing? *Criminology* 43:355–405.

Week 13 – No class; Thanksgiving Break

Use this time to work on your final paper.

Week 14 – Media Effects; Serial Murderers

Brown, K. D., & Hamilton-Giachritsis, C. (2005). The influence of violent media on children and adolescents: A public health approach. *Lancet*, 365: 702-710.

Warren, J., Hazelwood, R., and Dietz, P. (1996). The Sexually Sadistic Serial Killer, *Journal of Forensic Sciences*, Vol. 41(6).

Reducing Crime (2020) - #22 Robert Schug.

Week 15 – Final Exam (Due Wednesday, December 9th by 11:59PM)

Final paper due (Due Wednesday, December 13th by 11:59PM)

III. Course Assessment and Grading

The final grade will be assessed based upon your performance on the following:

Assignment	SLO links	% of grade
Weekly Reaction Papers (4 total)	SLO 3 & 4	20% (5% each)
Violent Film - Final Paper	SLO 1 & 5	20%
Midterm Exam	SLO 2 & 3	30%
Final Exam	SLO 2 & 3	30%
Total		100%

Assignment Breakdown:

Weekly Reaction Papers (1-4) (20% *5% each*): Each student will choose two weeks in the first half of the semester and two weeks in the second half of the semester to complete a response paper. Reading responses will be 1-2 pages (double spaced, 1-inch margins, 12-point font, Times New Roman) and be submitted on BlackBoard prior to class meetings. These response papers will offer students the ability to demonstrate that they have a strong grasp on the material. Response papers can include reflections, questions, critiques, or a synthesis of that week’s material. Each reading response is to be submitted the Sunday before that week’s class at 11:59PM.

Final Paper on a Violent Film (20%): Students will choose a movie from a list and have it approved prior to starting the paper. The paper will discuss a perspective of violence demonstrated in the movie. More details will be provided later.

Midterm Exam (30%): The midterm exam will be open book and the student will have three days to complete it. Finished exams will be uploaded to BlackBoard.

Final Exam (30%): The final exam will be open book and the student will have three days to complete it. Finished exams will be uploaded to BlackBoard.

The following grading scale will be used for this course:

A	90-100%	Work is <i>excellent</i> in quality; it is correct, comprehensive, and markedly superior.
B+	85-89%	Work is <i>very good</i> in quality; it is correct and provides a detailed explanation in responses; exceeds expectations in some areas.
B	80-84%	Work is <i>good</i> in quality; it is correct and provides a detailed explanation in responses.
C+	75-79%	Work is of <i>acceptable</i> quality; may be missing or incorrect in a minor area; meets but does not exceeds expectations.
C	70-74%	Work is of <i>average</i> quality; may be missing or incorrect in a minor area; meets course requirements.
D	60-69%	Work <i>does not meet</i> expectations for the course but passes; it is incorrect in one or more major areas.
F	<60%	Work <i>fails</i> to meet minimum expectations for the course.

IV. Class Policies

All members of this class are required to conduct themselves in an appropriate and professional manner. This class involves content that challenges our taken for granted assumptions about crime and justice, therefore, differing opinions will be presented. During class, you should be open to considering alternative thoughts, ideas, opinions, and experiences from your classmates. Everyone is allowed to state their opinions and have their opinions respected. Before asking a question, please ask yourself if your question is relevant, advances class discussion, or clarifies content for the class.

Late or Missing Assignments

Assignments must be turned in through Blackboard. No make-up exams or late paper assignments will be permitted unless you contact me prior to the date of the assignment with a valid excuse. Electronic issues will not be counted as a legitimate excuse; if you are having issues submitting assignments, you can email them to me to be safe. Assignments which are corrupted and unable to be opened will be treated as late.

Examinations

Examinations will be open note and the student will have three days to complete and submit it to BlackBoard. Students must work alone to complete examinations; students who do not comply will receive a zero and be referred to the Office of Student Conduct. No make-up exams will be allowed except under extreme circumstances with proper documentation. In cases in which a make-up exam is warranted, the appropriate documentation must be provided before the make-up exam occurs.

Grades

Grades will continually be updated on Blackboard as we progress through this course and assignments are completed. Requests to review or reconsider any grade received must be made within 7 days of the return of the graded coursework. Requests for grade reassessment on exams or assignments must be accompanied by a short but specific explanation detailing why you believe your grade should be higher. "I thought I did better on this..." is not an adequate explanation. If you have any confusion about assignments, contact me before submission for clarification.

V. Accommodation and Support Statement

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

For Individuals with Disabilities: The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS at (973)353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to [University Policy 10.2.7](#) for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing

deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

For English as a Second Language (ESL): The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University's Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at <http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/>.

For support related to interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a **confidential resource** and does *not* have an obligation to report information to the University's Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out *TAO at Rutgers-Newark* for an easy, web-based approach to self-care and support: <https://tinyurl.com/RUN-TAO>.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.