



Aggression and Violence in Everyday Life: Can Violence Be Prevented?

EDHD 221

Spring 2019

Course Description

This course examines the history of aggression & violence in the world and in the United States and the extent to which various forms are prevalent today and scientifically supported prevention strategies. Methods of studying aggression are reviewed, as are theories and methods of preventing aggression and violence.

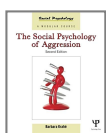
Course Overview

In this I-Series course offering, students will face the challenge of conceptualizing a multi-disciplinary response to the question of whether aggression & violence can be prevented. We will review cultural, societal, political, ethical and economic perspectives to unraveling the answer to this question. A main focus of the course, however, will be to take a developmental approach, from infancy through adulthood in understanding the prevalence, severity, forms, risk factors and protective factors that reduce the likelihood of aggression. Key theories (e.g., biological, social, personality), recent research and contemporary issues will be used to inform promising prevention ideas.

Required Resources

Course website: elms.umd.edu

Textbook:



The Social Psychology of Aggression
Barbara Krahe (Ed.)
Second edition (2013).
ISBN #9781841598748

Additional required readings: on ELMS

Learning Outcomes

On completion of this I-Series/Distributive Studies (History & Social Sciences) course, students will be able to:

- Identify the major questions and issues in aggression & violence and the developmental forces (protective) which serve to prevent violence
- Describe the sources of aggression that the experts and developmental scientists use to prevent violence
- Demonstrate an understanding of basic terms, concepts, and approaches that experts in aggression and violence and developmental scientists use
- Demonstrate an understanding of political, social, economic, and ethical dimensions involved in firearm-related violence and the factors which serve to prevent firearm violence
- Communicate major ideas and issues in aggression & violence and the developmental factors which serve to protect violence through effective written and/or oral presentations
- Articulate how this course on aggression & violence and the developmental factors related to it has invited them to think in new ways about their lives, their place in the University and other communities, and/or issues central to their major disciplines or other fields of interest
- Demonstrate knowledge of fundamental concepts and ideas *and* the understanding of the methods that will produce knowledge in aggression & violence and the developmental forces which serve to prevent violence in history or the social sciences

Dr. Jennie Lee-Kim

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Class Meets

Tuesdays

9:30am—12:15pm

1117 SQH

Teaching Assistant

Jacquelyn Glidden

jglidden@umd.edu

Office Hours

Dr. Lee-Kim

3304Z Benjamin

Tuesdays: 1-1:45pm

and by appointment

Jacquelyn Glidden

4109 Benjamin

Thursdays: 11am-12pm

and by appointment

Prerequisites

N/A

Course Communication

Class announcements will be posted regularly on ELMS. Students can contact Dr. Lee-Kim via canvas mail or by direct email for any questions or concerns about the course, or to request/schedule a meeting outside of office hours. Please include this course number in your email header.

Student Expectations

Be on time

Be prepared

Be an active participant

Be respectful

- Demonstrate critical thinking in aggression & violence and the developmental forces which serve to prevent violence in evaluating causal arguments in history or in the social sciences, analyzing major assertions, background assumptions, and explanatory evidence
- Explain how culture, social structure, diversity, or other key elements of historical context have an impact on individual perception, action, and values in aggression & violence and the developmental forces which serve to prevent violence
- Use information technologies to conduct research and to communicate effectively about social science and history in aggression & violence and the developmental forces which serve to prevent violence

Course Assessments

Exams* (200 points)

There will be **3** exams. First two exams will be 75 points each. The third exam will be 50 points and take place online. The format of the exams will consist of multiple choice, true/false, and short answer questions covering course materials from readings, lectures, videos shown in class, in-class assignments, and student presentations.

Group Presentation* (100 points)

Students will work in randomly assigned groups of 5-6 to present on one of 10 topics related to the course. There are 3 graded components to this project: 1) preparation assignments; 2) presentation; and 3) group member evaluation. The purpose of this presentation will be to make connections between theory, research, current events and provide real-world implications for prevention of human aggression and violence as connected to the course. More details will be provided in class.

Reflection Papers (60 points)

Students will write **3** short reflection papers, each worth 20 points, on the assigned online readings as noted in the course schedule. These will be 2 pages in length and submitted via ELMS. More details will be provided in class.

Media Analysis Assignment* (50 points)

Students will write a 5-page analysis on the nature of violent content and developmental implications of a self-selected media production. This assignment is worth 50 points. More details will be provided in class.

In-class Assignments (50 points)

There will be **8** in-class assignments, each worth 5 points, scheduled throughout the semester. These assignments take place only during class time. Students must be present in class to participate and receive credit for these assignments. Assignments may include thought questions, group activities, discussion questions, presentation responses, etc.

Reading Quizzes* (40 points)

A total of **4** quizzes, each worth 10 points, will be given during the first 10-15 minutes of class on the dates listed in the course schedule. (Students who come to class late will not be given additional time to complete the quiz.) Quizzes will consist of multiple choice, true/false or short answer questions. Quizzes are designed to help students review their understanding of assigned readings.

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include:

- | | |
|------------------------------------|---------------------------------------|
| • Academic integrity | • Attendance and excused absences |
| • Student and instructor conduct | • Grades and appeals |
| • Accessibility and accommodations | • Copyright and intellectual property |

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Course-Specific Policies

Class Attendance, Climate & Electronics Policy

Students are expected to attend and actively participate in each class except in the case of illness or an extenuating circumstance. If missing class, students are responsible for obtaining missed class content/notes from a classmate.

No computers, phones or tablet devices are permitted during our class meetings. I understand and have considered arguments for permitting laptop and tablets in the classroom for this course. However, based on experience and research evidence, the reality is that they present a distraction and detract from the cooperative learning environment. Researchers have found that these distractions do in fact interfere with learning and active participation. For that reason, the use of computers and phones will not be permitted during class meetings (except when required for ADS accommodations). If a computer is needed to accomplish a class objective for the day, I will give you advanced notice to bring one with you.

I also expect you to make the responsible and respectful decision to refrain from using your cellphone in class. Cellphones should be out of sight. If you have critical communication to attend to, please excuse yourself and return when you are ready. Students who disregard this policy will be asked to leave class immediately and will receive zero credit for any in-class assignments.

Submission of Assignments

All assignments are due on the assigned date and time listed on the course schedule or on ELMS. Late work will not be accepted for course credit unless you meet the University criteria for make-up work (see below), so please plan to have it submitted well before the scheduled deadline, especially if the assignment is due on ELMS. Technical difficulties are not considered excused reasons for late submissions.

Likewise, students are expected to take *exams* on the assigned dates and times of the exam. Missed exams will result in zero credit for the exam.

For this course, some of your assignments may be collected via Turnitin on our course ELMS page. This tool can help you improve your scholarly writing and help me verify the integrity of student work. For information about Turnitin, how it works, and the feedback reports you may have access to, visit [Turnitin Originality Checker for Students](#)

Excused Late Assignments and Make-up Exam Policy

Excused Late Assignments and Make-up exams **will be considered** if students give prior notice of absence and provide required documentation for excused absences as outlined in the undergraduate catalog. Please see below for specific guidelines for missed classes and grading events. Students claiming an excused absence must notify me as soon as possible via email and furnish proper documentation supporting their absence. *Make-up exams must be taken within 1 week of the original exam date.*

1. **Missed single class due to illness:** ONCE during a semester, a student's self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.
2. **Major scheduled grading events:** Major Scheduled Grading Events (MSGEs) are indicated on the syllabus with an asterisk. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student's absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.
3. **Non-consecutive, medically necessitated absences from multiple class sessions:** Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

Discussion Guidelines

- Listen respectfully, without interrupting.
- Criticize ideas, not individuals.
- Commit to learning, not debating. Comment in order to share information, not to persuade.
- Avoid blame, speculation, and inflammatory language.
- Allow everyone the chance to speak.
- Avoid assumptions about any member of the class or generalizations about social groups. Do not ask individuals to speak for their (perceived) social group.

Center for Research on Learning and Teaching, University of Michigan (2011). Guidelines for discussion of racial conflict and the language of hate, bias, and discrimination. <http://www.crlt.umich.edu/publinks/racialguidelines.php> (accessed January 19, 2019).

Sensitive Topics Disclaimer

This course will cover topics that may be sensitive for some students (e.g. sexual violence and aggression, abuse in the family, gun violence, etc.). As a student, it is your responsibility to read through the syllabus in advance and let the instructor know if you anticipate any difficulties participating in discussions concerning personally sensitive topics. As an instructor, I will do my best to accommodate students' concerns and provide a safe and respectful classroom environment for discussion of sensitive topics.

Grades

Grades are not given but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades, or have questions about how something was scored, please email me to schedule a time for us to meet in my office. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Course Assessments	Total Points	Category Weight
Exams (3)	200	40%
Group Presentation (3 components)	100	20%
Reflection Papers (3)	60	12%
Media Analysis Assignment	50	10%
In-Class Activities (10)	50	10%
Reading Quizzes (4)	40	8%
Total Points: 500		

Final letter grades are assigned based on the total assessment **points** earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same this as making the cut (447 \neq 447.5). It would be unethical to make exceptions for some and not others.

Final Grade Cutoffs					
A+	487.5-500	B+	437.5-447	C+	387.5-397
A	462.5-487	B	412.5-437	C	362.5-387
A-	447.5-462	B-	397.5-412	C-	347.5-362
D+	337.5-347	D	312.5-337	F	<297.5
D-	297.5-312				

Need Help?

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. Everyone needs help at one point or another! I hope you will come talk to me so that I can help you find the right approach to success in this course. Also, I encourage you to visit tutoring.umd.edu to learn more about the wide range of available campus academic support resources. If you just need someone to talk to, visit counseling.umd.edu.

Course Evaluation

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching & learning at the University as well as to the tenure and promotion process. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for the current semester. Please go to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports of thousands of courses online at Testudo for which 70% or more students submitted their evaluations.

Copyright Notice

Class meetings and course materials, including instructions, presentations, assessments, content outlines, and similar materials are the intellectual property of the course instructor and protected by legal copyright. You may take notes and make copies of course materials for your own personal use. You may not, nor may you allow others to, distribute lecture notes and course materials publicly whether or not a fee is charged without the express written consent of the instructor. Similarly, you own copyright in any work products that you create for this course. Copyright violations may result in referrals to the Office of Student Conduct and/or civil penalties under State and Federal law (www.copyright.gov/title17).

Syllabus Disclaimer

As the instructor, I reserve the right to alter, modify, amend, or otherwise change this syllabus; however, I will try my best not to do so. If changes must be made, you will be notified of the changes in advance if possible.

Course Schedule

Note: This is a TENTATIVE schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

Week	Date	Topic/Agenda	Reading Assignments	Handouts/Assignments Due
1	1/29	Review Syllabus/Course Introduction Historical and Current Perspectives on Aggression and Violence	Textbook: Intro	<i>Online Syllabus</i> Student Info Form @ELMS
2	2/5	Definitions and Theories of Aggression and Violence	Textbook: Chapters 1+ 2 Online Reading 1	In-Class Assignment #1
3	2/12	Development of Aggression and Individual Differences <i>Group Project Time</i>	Textbook: Chapter 3 Online Reading 2	Reading Quiz #1* (Ch. 3) In-Class Assignment #2
4	2/19	Antecedents and Triggers of Aggressive Behavior Prevention Overview	Textbook: Chapters 4+ 11 Online Reading 3	Reflection Paper #1(due by 9:30am via ELMS) In-Class Assignment #3
5	2/26	Aggression and Violence in Media Context	Textbook: Chapter 5 Online Readings 4+5	Reading Quiz #2* (Ch. 5) In-Class Assignment #4
6	3/5	Media Analysis Assignment Study for Exam #1 (NO CLASS)		Media Analysis(due by 11:59pm via ELMS)
7	3/12	Exam #1* (content: 1/29-2/19) <i>Group Project Time</i>		
8	3/19	Spring Break		
9	3/26	Aggression and Violence in the Family Context	Textbook: Chapter 7 Online Readings 6-8	Reflection Paper #2 (due by 9:30am via ELMS) In-Class Assignment #5
10	4/2	Aggression and Violence in the Social Group Context	Textbook: Chapters 6 + 9 Online Readings 9+10	Reading Quiz #3* (Ch. 6, 9) In-Class Assignment #6
11	4/9	Sexual- and Intimate Partner- Aggression and Violence	Textbook: Chapter 8 Online Readings 11-13	Reflection Paper #3(due by 9:30am via ELMS) In-Class Assignment #7
12	4/16	Exam #2* (content: 2/26-4/9) <i>Group Project Time</i>		
13	4/23	Gun Violence and Schools	Textbook: Chapter 10 Online Readings 14-16	Reading Quiz #4* (Ch. 10) In-Class Assignment #8
14	4/30	Revisiting Prevention Group Presentations*	Online Reading 17	In-Class Assignment #9 Presentations* 1-4
15	5/7	Group Presentations* Final Exam Info		In-Class Assignment #10 Presentations* 5-8 Final Exam Info Handout
16	5/14	Course Wrap-up/Final Exam Review Inclement Weather Make-up Date		
TENTATIVE FINAL EXAM* (EXAM #3): 8:00am–10:00am on Friday, May 17th				

*denotes MSGE