

Dr. Robert Marcus
Fall, 2016
T. & Th. 2-3:15
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EDHD 430 - ADOLESCENT VIOLENCE

Course Description

This course examines the roots of violence among adolescents and the extent to which this constitutes a problem in various settings. Research studies on its origins, prevention, and intervention are studied as well as implications for social policy.

Texts & Readings

Marcus, R.F. (2007). *Aggression and violence in adolescence*.
NY: Cambridge University Press.
Articles at the Canvas web site for this course.

Grading:

The student's grade will be based on their grades on the mid-term examination (in two parts) and a final examination (40% combined), a group prevention presentation (40%) and regular contribution to class discussion (20%). The class-work grade also will depend on unexcused absences being no greater than two classes during the semester, and your grade on one online quiz on the APA(2013) Gun Policy document read at that point in the course. Extra credit may be available for research participation or application paper.

1. **Prevention Presentation:** Students will work in groups of about 6 to create a presentation in class of the most recent research and recommendations for the prevention of adolescent violence. Rubrics for presentation will be given out in the week prior to mid-term exams. The presentations will be a half hour long and accompanied by slides. The following are only a few possibilities of group presentations: (1) prevention of bullying; (2) prevention of dating violence; (3) prevention of psychopathy; (4) prevention of gun violence; (5) prevention of adolescent suicide; (6) prevention of fighting; (7) prevention of gang violence. This group presentation will be organized **in class**, and this is an **MSGE**.
2. **Mid-term Examination.** The mid-term examination will be given in two parts; **part 1 given on line, at our elms site on October 25, and part 2 online at our elms site on October 27.** The first part, **online on October 25**, is a 100-item multiple choice examination on the

text and slides, and will focus on the nature, trends, and causes of violence among adolescents. A second examination, **October 27**, is a fifty item multiple choice examination, and is based on the articles read to that point in time. Both parts, together, are worth 40% of the grade (i.e., the average of both parts 1 and 2). **These examinations are MSGE.**

3. There will be 1, 20 item quiz given online. Your grade on this quiz will contribute to your classwork grade.

Academic Dishonesty:

It is assumed that all students understand the consequences of academic dishonesty at the University of Maryland. If you do not, consult the undergraduate catalog or course registration booklet to become familiar with how cheating, fabrication, facilitation of academic dishonesty, and plagiarism are defined by the University. I will not hesitate to bring matters of academic dishonesty before the appropriate authorities.

Students with Disabilities:

If you are a student with a documented physical or learning disability from the Office of Disability Support Service on Campus, please contact me as soon as possible so that we can make arrangements for required accommodations.

Religious Observance:

It is the policy of the University that students not be penalized for religious observances. Students will be allowed, whenever possible, to make up academic assignments that are missed due to such observances. It is the student's responsibility to contact the instructor at least one week before the absence, at which time arrangements will be made for make-up work or examinations.

Assignments :

Reading assignments are given for each class. Students should be prepared to discuss the articles or chapters on the dates assigned. Group work, individual work, or quizzes may be given on the days on which readings are assigned.

Course Evaluations:

As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly 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 online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

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.

Major scheduled grading events:

Major Scheduled Grading Events (MSGGE) are indicated on the syllabus. 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.

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.

Non-medical excused absences:

According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause and make every attempt to inform the instructor prior to the date of the missed class.

Class Schedule

Week 1:

Classes 1 & 2 : August 30 & September 1

Lecture:

Statement of the problem of violence in the USA and other countries

Recent news stories about violence by adolescents

Are we a violent society?

Read: for September 1 Marcus, Ch. 1. Prevalence of aggression and violence in adolescence

Week 2:**Classes 3 & 4: September 6 & 8****Lecture:**

Definitions of terms: aggression; violence

Trends in violence over the last 30 years

Demographics of violence (age/grade, gender, race)

Methods of studying violence

Video: Research in Psychology (video games)

Read: for September 6: Vitaro & Brengden (2006). Subtypes of Aggressive Behavior:
A Developmental Perspective

Read: for September 8: Marcus, Ch. 2. Developmental pathways to violence

Week 3:**Classes 5 & 6: September 13 & 15****Lecture:**

Developmental paths to aggression and violence; Loeber's "pyramid"

Garbarino (1997), Making sense out of senseless youth
violence. (audio)

Video: "What Can Be Done About Violence" (Bill Moyers)

For September 13: Loeber & Stouthamer-Loeber. Development of juvenile
aggression & violence

for September 15: Farrington, Loeber, Berg. Young Men Who Kill

Week 4:**Classes 7 & 8 : September 20 & 22****Lecture:**

Introduction to the concept of risk and protective factors

The early development of normal and violent adolescents:
emotional, cognitive, and behavioral differences

The families of aggressive and antisocial children

Farrington's Cambridge Study

Read: for September 20: Frey et al. (2009). Adolescents in transition: School &
Family characteristics in the development of
violent behaviors...

for September 22: Lisak & Besztercsey (2007). The cycle of violence: The
life- histories of 43 death row inmates

Week 5:**Classes 8 & 9: September 27 & 29****Lecture:**

Personality Risk Factors for Aggression and Violence

Sensation Seeking

Anger

Empathy

Video: Rage to Revenge

Read: September 27: Marcus, Ch. 3. Personality risk factors for aggression and violence

September 29: Pardini(2011). Perceptions of social conflicts among incarcerated adolescents with callous-unemotional traits

Week 6:**Classes 10 & 11: October 4 & 6****Lecture:**

Situational risk factors for aggression and violence

The “General Aggression Model”

Provocation

Frustration

Pain and Discomfort

Video: Psychopathy

Read: for October 4: Marcus, Ch. 4. Situational risk factors for aggression and violence

for October 6: Walton et al. (2009). Rates and correlates of violent behaviors among adolescents treated in an urban emergency department

Week 7:**Classes 12 & 13: October 11 & 13**

**** Class October 11 is cancelled**

Lecture:

Situational risk factors (continued)

Alcohol and drug use

Incentives

Aggressive cues

Read: for October 11: Wilkinson et al. (2009). Peers and Gun Use Among Urban Adolescent Males

Ruback, Shaffer, & Clark (2011) Easy access to firearms...

for October 13: Bushman & Anderson (2001) Media violence & the American public

Anderson, Bushman et al. (2010) Violent video game effects on aggression

Week 8:**Classes 14 & 15: October 18 & 20****Lecture:**

Additional topics on risk factors:

Cognitive Factors

Aggression and violence in Adolescent Dating Relationships

Video: Popularity and Bullying: “The In-Crowd”**Read: for November 8:** APA(2013) Gun violence: Prediction, Prevention, and Policy**** Online Quiz: APA (2013) Gun violence****Read: For October 18:** Marcus, Ch. 5. Aggression and violence in romantic Relationships**Week 9:****Classes 16 & 17: October 25 & 27: no classes held, 2 examinations instead.****Class 16 & Class 17 are cancelled.****Online at our elms site October 25: ***Part 1: Mid-term examination*** (100-item multiple-choice on text, lecture, and slides)****Online October 27:***Part 2: Mid-term examination*** (50 item multiple choice, on all articles read to this point in the course)****Week 10:****Classes 18 & 19: November 1 & 3****Lecture:**

Introduction to prevention

Prevention: Strategies, definitions, and key meta-analyses

Concepts of primary, secondary, and tertiary prevention

Overview of what works and doesn't work- APA Task Force (1993) & NIMH State of the Science Conference (2006)

Primary Prevention in schools: “PATHS”

Video-Schoolhouse Killers- Mike Wallace, History Channel Special**Read: for November 1:** Marcus, Ch. 6. Primary, secondary, and tertiary prevention...**for November 3:** Marcus, Ch. 7. Closing comments**Week 11:****Classes 20 & 21: November 8 & 10**

Organization Meetings 1 and 2 for prevention presentations

Week 12:**Classes 22 & 23: November 15 & 17**

Organization Meetings 3 and 4 for prevention presentations

Week 13-

Class on November 22 class cancelled

Week 14:

Classes 26 & 27: November 29 & December 1

November 29- Prevention Group 1 presentation

December 1- Prevention Group 2 presentation

Week 15:

Class 27 & 28: December 6 & 8

December 6 –Prevention Group 3 presentation

December 8- Prevention Group 4 presentation

Final Examination: online at the time of our scheduled time.

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