Terrorism, Violence, & Aggression Syllabus

Tell me and I forget; teach me and I remember; involve me and I learn—Benjamin Franklin

DR. MARCIE GOODMAN
SOCIOLOGY 3569 Sec 90
Phone: (801) 521-6588 (M-F from 9 to 5 am)
Consultations: Via Canvas/email/phone
Email: marcie.goodman@soc.utah.edu

COURSE CONTENT

As citizens of an increasingly complex and often terrifying world, we live with daily threats of terrorism, violence, and aggression to greater or lesser degrees. Students of sociology and criminology have long been concerned with these uneasy topics, and continue to pursue some understanding of perpetrators, conditions, societal structures, and political regimes that may encourage such hostility toward one’s fellowman. SOC 3965 will explore various aspects of these subjects as they relate primarily to contemporary life and society.

COURSE OBJECTIVES/ TEACHING AND LEARNING METHODS/OUTCOMES

Each student, upon completion of this course, should be able to recognize, define, and understand core issues of Terrorism, Violence, & Aggression. Students will gain a working knowledge of the key elements of the content identified as critical to this field of learning. Students will be able to describe and discuss the various forms of terrorism as well as basic history and theories pertaining to terroristic threats. Students will also be capable of a microanalysis of violence, including the ability to deconstruct the motivations and actions of serial killers, school shooters, domestic terrorists, and other radical offenders. Lastly, students will appreciate the cultural and structural aspects of violence and aggression within a societal setting.

UNIVERSITY POLICIES

Students should thoroughly read and appreciate the following information about University of Utah policies concerning disabilities, academic misconduct, sexual misconduct and research standing of the institution.

AMERICANS WITH DISABILITIES ACT (ADA)

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, 801-581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services. Please discuss any concerns with the professor as soon as possible. (www.hr.utah.edu/оео/aca/guide/faculty/).

ACADEMIC MISCONDUCT STATEMENT

Per University of Utah regulations (Policy # 6-400). “A student who engages in academic misconduct,” as defined in Part I.B. and including, but not limited to, cheating, falsification, or plagiarism, “may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student’s degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.” Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies (http://regulations.utah.edu/academics/6-400.php).

SEXUAL MISCONDUCT STATEMENT
Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

R-1 STATEMENT

As the only institution in the state classified in the highest research category (R1), at the University of Utah you will have access to state-of-the-art research facilities and be able to be part of the knowledge creation process. You will have the opportunity to do research of your own with faculty who are leading experts in their field, engaging in programs that match your research interests. Further, you will interact with and often take classes with graduate students that provide an advanced understanding of the knowledge in your field.

COURSE ASSIGNMENTS

PARTICIPATION/IN THE NEWS

During the Spring 2016 semester students will be expected to stay abreast of current events that reflect course material. Five news reports (each worth 2% of the course grade, or a total of 10%) will be generated demonstrating the student’s commitment to keeping informed about the news within the course subject matter, as follows:

1. Any current event which reflects, terrorism, violence, or aggression (especially terrorism, mass murder, serial killing, or school shootings should be of interest);
2. Events may be local, statewide, national or international in nature;
3. Event should be important enough to be meaningful to the general public;
4. Content will reflect importance of the event from a course subject perspective—in other words, why students of 3569 should be interested in this particular occurrence)
5. Reports will be a minimum of 300 words in length, double spaced, with 10 point font;
6. News reports will be submitted according to the calendar assignment dates;
7. Students will note total words of essay at the end of each report;
8. A sample essay will be provided in the Canvas FILES.

BOOK ANALYSES/BLOOM’S TAXONOMY

For SOC 3965, three book analyses (one on each of the chosen books) will contribute 30% each of the course grade. The book analysis is a serious and important part of the overall course effort, meant to evidence to the instructor the student’s working knowledge of topics presented. A sample report may be found in FILES section of Canvas.

1. 2500 words minimum (double spaced);
2. 250 word abstract (single space—right and left justified margins);
3. introductory paragraph with overview of entire paper, body, conclusion;
4. an analysis/evaluation of the volume (may be written in first-person and should include student opinions);
5. the 4 higher levels of Bloom’s Taxonomy will be emphasized (see below);
6. no outside sources other than current events may be referenced (these are NOT research papers);
7. 10 point academic font, double-spaced, one-inch margins;
8. Please note number of total words (without abstract) at end of essay;
9. Book Analyses will be submitted according to the assignment dates, and may be submitted in any order (in other words, a book from Category C or B may be submitted first, if desired).

BLOOM’S TAXONOMY
In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels:

1. **Knowledge**: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state.
2. **Comprehension**: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate.

**Four highest levels (to be emphasized in Book Analyses)**

3. **Application**: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.
4. **Analysis**: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
5. **Synthesis**: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.
6. **Evaluation**: appraise, argue, assess, attach, choose, compare, defend, estimate, judge, predict, rate, core, select, support, value, evaluate.

**BOOK CHOICES—choose only one book from each category**

**IMPORTANT NOTE**: All books are available only through online sellers or other sources than the U of U bookstore, such as Amazon.com. Do NOT procrastinate in ordering as shipping may sometimes be delayed. Book Analyses may be submitted in any order desired by the student, but must meet assignment dates. If students desire a book not on the approved list, they may contact the professor by email for possible approval.

**Group A—Psychology & Motivation**

- **The Psychopath Whisperer: The Science of Those Without Conscience** by Kent A. Kiehl
  - Paperback: 304 pages
  - Publisher: Broadway Books (April 21, 2015)

- **Murderous Minds: Exploring the Criminal Psychopathic Brain: Neurological Imaging and the Manifestation of Evil** by Dean A. Haycock
  - Paperback: 272 pages
  - Publisher: Pegasus Books; 1 edition (April 15, 2015)

- **The Anatomy of Evil** by Michael H. Stone MD
  - Paperback: 486 pages
GROUP B—School Shootings

- **Columbine** by Dave Cullen
  - Paperback: 496 pages

- **School Shootings: Mediatized Violence in a Global Age** by Glenn W. Muschert
  - Paperback: 300 pages
  - Publisher: Emerald Group Publishing Limited; Reprint edition (January 14, 2016)

- **Newtown: An American Tragedy** by Matthew Lysiak
  - Paperback: 288 pages
  - Publisher: Gallery Books; Reprint edition (October 21, 2014)

- **Rampage: The Social Roots of School Shootings** by Katherine S. Newman
  - Paperback: 424 pages
  - Publisher: Basic Books; Pbk. Ed edition (May 4, 2005)

School Shooters: Understanding High School, College, and Adult Perpetrators by P. Langman
- Paperback: 298 pages
- Publisher: Rowman & Littlefield Publishers (May 25, 2017)

- **Virginia Tech - Make Sure It Doesn’t Get Out** by David Cariens
  - Paperback: 372 pages

GROUP C—Mass Murder & Serial Killings
OVERVIEW OF GRADING PHILOSOPHY

In order to help students better understand how and why marks are distributed, an overview of grading philosophy is included, along with a checklist which delineates the individual aspects of consideration in all essays/projects.

A  An excellent work in all or nearly all aspects of the assignment. The student exemplifies originality of ideas, superior depth of thought, and extensive grasp of topics as well as technical superiority.

B  A competent work with a lapse here or there. Ideas are clear and properly expressed; the writing is technically solid. The assignment is effective in meeting all criteria but does not rise to sustained distinction.

C  An adequate work, but not good. Student ideas tend to be oversimplified, reductionistic, and lack sufficient explanation or exploration. Problems may also exist with grammar, logic, or ability to express thoughts in a manner reflective of a junior level class.

D  A minimal effort by the student—the work is marred by problems with almost all aspects of the assignment. This is not considered a competent performance.

E  A failing mark, generally reserved for assignments which are not submitted or miss the target on virtually every criteria of the project.

+/-  Plus or minus may be given in addition to each of the grade levels when deemed appropriate.

Grade Ranges:
A 96% and above;  A- 90—95.99%;  B+ 85—89.99%;  B  80—84.99%;  B- 75—79.99%;  C+  70—74.99%;  C 65—69.99%;  C- 60—64.99%;  D+ 55—59.99%;  D  50—54.99%;  D- 45—49.99%;  E Below 45%.

NOTE: Grade Ranges are exact and not rounded for final grades.

GRADING CRITERIA CHECKLIST

Students should use the following criteria when proofreading and finalizing all essays:

- _______ Abstract problems (format, length)
- _______ Lack of/improper Title
- _______ Weak introduction
- _______ Weak conclusion
- _______ Poor organization
- _______ Weak levels of analysis (lower-level Bloom’s)
- _______ Failure to communicate ideas clearly
- _______ Superficial/Little creativity
- _______ Weak English skills
- _______ Poor sentence structure
- _______ Poor paragraph structure/weak Links
- _______ Anticipatory IT; Contractions; Rhetorical questions
- _______ Non-Academic Voice/Language
- _______ Excessive 1st person references
- _______ Opinion/Bias rather than facts
- _______ Errors in logic
- _______ Sweeping generalizations (No/few Qualifiers)
- _______ Poor use of italics
- _______ Direct quotes instead of paraphrasing
- _______ Unnecessary Subheadings
- _______ inadequate length (meeting word minimum)
- _______ Weak proofing/inattention to detail
- _______ APA problems (citations/references page/primary sources)
- _______ Incorrect format (10 pt font/double spaced lines)
- _______ Late paper submittal
- _______ Failure to note total number of words

Essay Rubric

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content and Focus</strong></td>
<td>Exceptionally clear, focused, interesting thesis.</td>
<td>Clear thesis which maintains a consistent focus from beginning to end.</td>
<td>Contains thesis but with inconsistent focus.</td>
<td>Thesis statement lacks clarity and focus.</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Strong, rich supporting details and examples that prove thesis.</td>
<td>Specific supporting details are present.</td>
<td>Generalized supporting details that prove thesis.</td>
<td>Conclusion tends to summarize research.</td>
<td>Inadequate or missing supporting details.</td>
</tr>
<tr>
<td>A meaningful conclusion explaining the importance of the research and how it can be used.</td>
<td>A clear conclusion as to why the research is important.</td>
<td></td>
<td>Missing conclusion.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Organization</strong></th>
<th>Strong introduction and conclusion.</th>
<th>Clear introduction and conclusion.</th>
<th>Introduction and conclusion is present but not clear</th>
<th>Unable to clearly identify introduction and conclusion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistent and coherent logical progression.</td>
<td>Illustrates some consistency and shows some logical progression.</td>
<td>Shows some attempt of consistency and order.</td>
<td>Lack of consistency and order.</td>
<td>Lack of consistency and order.</td>
</tr>
<tr>
<td>Uses clear and skillful transitions.</td>
<td>Uses clear transitions.</td>
<td>Essay shows attempt to create transitions between paragraphs.</td>
<td>Shows little or no attempt of transitions between paragraphs.</td>
<td>Shows little or no attempt of transitions between paragraphs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Voice and paraphrasing</strong></th>
<th>Written in academic voice (no slang/contractions).</th>
<th>Majority written in formal language.</th>
<th>Informal language is dominant.</th>
<th>Paper frequently uses informal language.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elaborate and colorful language.</td>
<td>Language appropriate to topic.</td>
<td>Most language is appropriate to topic.</td>
<td>Language is not appropriate to topic.</td>
<td>Language is not appropriate to topic.</td>
</tr>
<tr>
<td>Consistently strong and varied sentence structure.</td>
<td>Words convey intended message.</td>
<td>Able to get vague idea of message.</td>
<td>Message is unclear.</td>
<td>Message is unclear.</td>
</tr>
<tr>
<td>No direct quotes (paraphrasing sound).</td>
<td>Direct quotes support ideas.</td>
<td>Some parts of written in student’s own words.</td>
<td>Majority of essay is plagiarized.</td>
<td>Majority of essay is plagiarized.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sources/Format (For Research Essays Only)</strong></th>
<th>Follows APA guidelines well.</th>
<th>Follows APA most of essay.</th>
<th>Sometimes follows APA.</th>
<th>Rarely follow APA.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses 5 or more cited academic sources.</td>
<td>3-4 cited sources used. Sources meet the guidelines for types of sources.</td>
<td>Less than 3 cited sources used.</td>
<td>Less than 2 cited sources with little or no documentation.</td>
<td></td>
</tr>
<tr>
<td>All documentation is APA correct.</td>
<td>Few errors noted in documentation</td>
<td>Majority of sources done incorrectly.</td>
<td>Random APA usage.</td>
<td></td>
</tr>
<tr>
<td>Works Cited page is APA correct.</td>
<td>Majority of Works Cited is APA correct.</td>
<td>Most research documented.</td>
<td>Rarely documents sources.</td>
<td></td>
</tr>
<tr>
<td>All research is documented.</td>
<td>Most research documented.</td>
<td>Poor overall editing, English and grammatical errors.</td>
<td>Poor overall editing, English and grammatical errors.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Conventions</strong></th>
<th>Superior editing meeting majority of aspects correctly in Checklist.</th>
<th>Careful editing, meeting most Checklist items correctly</th>
<th>Some evidence of editing, meeting some Checklist items.</th>
<th>Poor overall editing, English and grammatical errors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely makes errors in grammar or English.</td>
<td>Makes few errors in grammar or English.</td>
<td>Extensive English and grammatical errors.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>