

NOVA SOUTHEASTERN UNIVERSITY  
Department of Dispute Resolution  
Violence Prevention and Intervention  
ADDRD 6170, Winter, 1998 Wednesday, 6-9 pm, Rm B103  
Course Syllabus

Instructor: Office: Room 2 Sean Byrne, Ph.D. Office Hours: Wed & Thurs. Office Phone: (954) 262-3026 1:-4:00 pm, or by appointment Email: [sjbyrne@ssss.acast.nova.edu](mailto:sjbyrne@ssss.acast.nova.edu)

#### COURSE DESCRIPTION:

This graduate seminar has been envisioned as a collective exercise in critical thinking. The course is designed as a broad survey course that draws from the social science and peace studies disciplines to review violence in many settings including interpersonal, group, community and society. Also, the course examines various theories of human aggression and violence, exploring their underlying assumptions about human nature and the cause of violence. Also included is an introduction to a range of violence intervention and prevention approaches developed for use at the interpersonal, Intergroup, and societal level. Prerequisites: ADDR 5000. Specifically, the course aims to introduce participants to some of the major themes and approaches prevalent in the field of violence prevention and intervention. My goal is to engender an informal participatory class environment where we can collectively assess the relative explanatory power of various theoretical approaches and subject them to rigorous examination.

In order to provide an educational setting congruent with the material under review, the seminar will be structured generally after the manner of a colloquium, where students and instructor will gather to discuss the material in depth and in a critical and systematic manner. The exact nature of this structure, however, will be dynamic and evolving, because it will be defined by the group as a whole. Students will also be required to write a research paper that applies the theory and practical knowledge learned over the course of the semester to a topic of their choice. Each student should have a comprehensive knowledge of the theories of violence, and violence intervention strategies by the end of the semester..

In this class we will also utilize various technologies such as email, electronic library searches, Netscape data collection and data base research and retrieval. In addition, this class is designed to incorporate a number of teaching methods to enhance the learning experience. They partially include: formal lectures, readings, class exercises, open class discussions, simulations, slides, homework exercises, field-research and videos.

#### COURSE REQUIREMENTS

Class Participation

This class will be run to a large extent as a seminar. The Professor will briefly lecture at the beginning of the class and set the tone for the discussions. The expectation is that all students will attend regularly. Regular attendance is important for two reasons: first, the classes will help you to identify and absorb nuances inherent in the readings. Secondly, the quality of class discussion is contingent upon your ability to build on previous deliberations and analyses. You cannot build a store of knowledge without a measure of consistency and continuity. Students are expected to participate actively in class discussion and activities.

Because of the importance of classroom activities, students will be expected to miss no more than two class sessions in order to receive a passing grade in the course. The burden of demonstrating that absence from class was due to extenuating circumstances rests with the student. To this end, please note that attendance is mandatory, and that I shall hold each student personally responsible for consulting with me regarding materials missed in the event of any absence. Anyone exceeding two unexcused absences should not expect to receive an "A" grade in this course. Under School policy three unexcused absences result in an automatic failure.

Success in this class requires that you do all the reading and that you come regularly to class. Students will be expected to have completed the reading assignments for each week prior to seminar sessions. The readings will serve as vehicles for lectures and discussions in the classroom. Class participation should provide some evidence that you are keeping up with the readings and continuing to think about the issues raised in the course. This is a pro-active, hands-on learning approach to improve one's communication skills. Evaluation of your class participation will be based on the following criteria:

- 1) raising and answering questions related to the assigned readings;
- 2) sharing ideas, insights and feelings;
- 3) sharing personal experiences and observations;
- 4) pointing out relevant data;
- 5) relating and synthesizing the ideas of others;
- 6) providing constructive feedback on the learning climate and processes in the classroom;
- 7) pointing out relationships to earlier discussion;
- 8) helping others develop their views and ideas.

10% of your grade will be based on attendance and active class participation.

### Class Presentations

Students will be required to do two class presentations, based on the readings for those weeks. The students will be responsible for taking the lead in our discussion of the reading material. The class presentations each week will act as a catalyst for our broader class discussion. The students leading the discussion must summarize the key points in the reading material and develop questions will stimulate class discussion of the assigned material. Useful questions will synthesize the major themes or ideas portrayed in the readings. For example,

- 1) How are Gandhi's ideas on Nonviolence different than Gene Sharps' with regard to humiliation?
- 2) Prothrow-Stith argues that gun violence is on the increase. In her analysis of youth violence,

what are some of the sources of this increase? 3) What are some of the arguments against conflict intervention in international conflicts as per the Peace Reader article by Fahey?

Students must prepare 3-5 page outlines (key points and class discussion questions) and bring enough copies for all students. The outlines should use complete sentences and be understandable without reference back to the readings. It is the task of the presenters to develop key questions around the issues.

10% of your grade will be based on your presentation of selected readings for class discussion. Your preparation for the class, the assigned reading outline and your leading of the group discussion. All students should have read the required material and be prepared to discuss them, regardless of whether they are presenting it in a given class.

### Thought Papers

Students will need to do the reading assignments attentively and in a timely fashion (i.e., completed prior to the class sessions). Students will be expected to write three concise and succinct thought papers of 3-4 pages during the course of the semester. These papers should synthesize major ideas and themes outlined in the readings, and reflect a critical analysis of the reading assignments for each week. Each student will submit his or her thought paper on the day of class. The papers will help you to prepare for comprehensive exams and for other classes. 45% of your grade will be based on the three thought papers.

### How To Read Articles & Books

Many students may have never received any formal training and/or practice in how to obtain the most from reading assignments in the least amount of time. The most effective approach to this task, in my experience, has been to follow and to practice very particular guidelines in reading the assignments for this course:

1). What is the author's thesis? The major point s/he is trying to make? 2). What are the major assumptions the author makes (and expects you to accept) in arguing that thesis? 3). What are the implications for research or practice if the author's thesis and underlying assumptions are valid or true? 4). What are some important or useful concepts the author presents? 5). How does the reading relate to previous readings? 6). Critically reflect on and assess the article as a whole; what are its strengths and weaknesses? 7) Are there any other arguments or perspectives that might explain the topic better than the author's argument?

### Scholarly Research Paper

A 15-20 page research paper on a topic of your choice is due at the end of the semester. You should begin to think about the topic of your paper at the beginning of the semester. You must submit an outline of the paper and a bibliography by March 11. Possible topics include, but are certainly not limited to, the following: \* family violence. \* gender violence. \* youth violence. \* gang violence. \* school violence. \* homicide. \* armed robbery. \* police violence. \* domestic violence. \* wife abuse. \* prison violence. \* the death penalty. \* media violence. \* sports violence. \* cultural violence. \*

economic violence. \* ethnic violence. \* genocide. \* torture and repression. \* assassination. \* terrorism. \* armed revolution and counterrevolution. \* civil war. \* international violence and intervention.

The expectation of the instructor is that you will employ a full library search strategy to uncover materials for your paper and that you will query (when applicable and appropriate) various persons and agencies regarding their practice and experience in the topic area. The paper will be due April 8. 35% of your grade will be based on the research paper. As an added incentive, the two best scholarly papers in the class will be nominated for the annual departmental paper prize.

## GRADING CRITERIA

Class Attendance & Participation (10%) Class Presentation (10%) 3 Thought Papers (45%) Final Research Paper (35%)

Late assignments will be marked down if the student fails to notify the instructor in advance of the circumstances surrounding the reason for turning the paper in late. Incomplete or "I" grades may be requested by a student in an emergency situation. Incomplete grades must be resolved within the following semester. Such requests, unless there is an unexpected medical emergency, must be approved before the last regularly scheduled class. A student may request an incomplete or "I" grade for a period of one semester only. Students must discuss with the Professor and obtain his or her consent and signature before filing the incomplete form. Faculty will not initiate "I" grades. They must assign a letter grade of "F" if a student has not filed an "I" request form and has not completed the class assignments by the time grades are due. The School's policy on the "I" grade designation is clearly stated in the Department Handbook and the School Catalogue.

School policy states that any student who does not attend the first two class sessions and does not provide a satisfactory explanation will be administratively withdrawn from the course. In addition, students may drop a class before completion of 12 hours of class meetings; after that time, students who wish to drop that class must formally withdraw by completing an official withdrawal form that requires the signature of the Professor and the Chair of the Department.

## OFFICE HOURS

Office Hours: Wednesday, and Thursday, 1:00-4:00p.m., and by appointment. Students are encouraged to meet with the instructor to discuss any questions, problems, issues, thoughts, or concerns which might arise. I urge you to come and see me during office hours. My office is Room 2. Phone: 236-4105.

## REQUIRED TEXTS

Fahey, Joseph, ed. *A Peace Reader: Essential Readings on War, Justice, Non-violence, and World Order*. Paulist Press, 1992

Pepinsky, Harold. E. & Quinney, R., *Criminology as Peacemaking*. Indiana University Press, 1991.

Prothrow-Stith, Deborah, *Deadly Consequences: How Violence is Destroying Our Teenage Population and a Plan to Begin Solving the Problem*. Harper Collins, 1991

Selected papers and articles

Optional Recommended Reading: Kivel, Paul, *Men's Work: How to Stop the Violence that Tears Our Lives Apart*. Ballantine, 1992.

Macbeth, Fiona & Fine, Nic, *Playing with Fire: Creative Conflict Resolution for Young Adults*. New Society Publishers, 1995

## SPECIAL GUIDELINES

Given the high frequency of violence in our society, it is quite likely that some of the students in this class have been either victims and/or perpetrators of these problems. Given this reality, I am establishing some special guidelines:

- 1). Withholding: Do not feel obligated to reveal your own experiences. Reveal only what is comfortable for you and for 8 people to know.
- 2). Confidentiality: Any revelations made in the class should not be repeated in an identifiable way to others.
- 3). We should respect victims and their decisions even if we disagree with those decisions. We should also respect perpetrators and recognize their own experiences with victimization while still holding them responsible for their actions.
- 4). Disagreements should be handled through constructive dialogue. It is easy to get angry with those that disagree with us on these topics and with entire categories of people. Try to keep our discussions constructive.

## WEEKLY TOPICS AND READING ASSIGNMENTS

Session Topic

1 1/7/98 Introductions, Overview of Course, Defining the Various Types and Levels of Violence; Theories of Human Aggression and Nonaggression

2 1/14/98 Understanding the Causes and Varieties of Violence by Youth *Deadly Consequences*, chap 1-8

3 1/21/98 Strategies for Intervening in or Preventing Youth Violence (video) *Deadly Consequences*, chap 9-12 *Playing with Fire* (optional)

4 1/28/98 Understanding Interpersonal Violence and Strategies for Preventing Violence in the Home "How Violent Are American Families?" by Straus and Gelles "Programs for Men Who Batter: An Overview of the Field" by Wartens "Battering Women and Battering Central Americans: A Peacemaking Synthesis" and "British Left Realism on the Abuse of Women" in *Criminology* as

Peacemaking (pp. 114-171) Optional Reading: "Wife Abuse, Husband Abuse or Mutual Combat" by Daniel Saunders. Men's Work, by Paul Kivel.

5 2/4/98 Understanding and Preventing Sexual Violence (rape and child sexual assault) "Moving into the New Millennium: Toward a Feminist Vision of Justice"; "Sexual Assault, Women, and the Community: Organizing to Prevent Sexual Violence"; "Community Solutions to Sexual Violence: Feminist Abolitionist Perspectives" in Criminology as Peacemaking (pp. 83-114; and 181-194)

6 2/11/98 Understanding and Preventing Hate Crimes in Communities: Xenophobia, Homelessness, Anti-Gay Violence, Neo-Fascist Violence "Homelessness and the Case for Community-Based Initiatives" in Criminology as Peacemaking (pp. 47-69) "Anti-Gay Violence and Victimization in the United States: an Overview" by Berrill Thought Paper #1 Due:

7 2/18/98 Understanding and Preventing Workplace Violence: Sexual Harassment, Abusive Behavior in the Workplace, and Corporate Violence "Fear and Violence in the Workplace" National Life Insurance Company "Violence At Work: An Issue for the 1900s" by Leather, Cox and Farnsworth

"Violence, Crime, and Trauma at Work: An Overlooked Problem" by Engel "Sexual Harassment: A Research Analysis and Agenda for the 1900s" by Fitzgerald

8 2/25/98 Human Rights and Social Justice "Section Two: Social Justice" in A Peace Reader (pp. 107-171) "Crime Control as Human Rights Enforcement" in Criminology as Peacemaking (pp. 251-263)

9 3/4/98 No Class, Reading Week

10 3/11/98 Understanding the Causes and Varieties of Interstate and Interethnic Violence (Warfare) "Section One: War and the Arms Race" in A Peace Reader (pp. 1-106) OUTLINE and BIBLIOGRAPHY for Final Paper due Thought Paper #2 Due:

11 3/18/98 Strategies for Intervening in or Preventing Warfare "Section Five: World Order" in A Peace Reader (pp. 333-433) "The Role of Education in Peacemaking" in Criminology as Peacemaking (pp. 239-245)

12 3/25/98 Nonviolent Social Change- Spiritual and Philosophical Aspects "Section Three: Nonviolence" in A Peace Reader (pp. 171-254) "Radical Criminology and the Overcoming of Alienation: Perspectives from Marxian and Gandhian Humanism" in Criminology as Peacemaking (pp.14-30)

13 4/1/98 Nonviolent Social Change- Strategies for the Future "Section Four: Conflict Resolution" in A Peace Reader (pp. 255-332) "Conflict Resolution and a Critique of ADR" in Criminology as Peacemaking (pp. 263-280)

14 Peacemaking and Community 4/8/98 "The Way of Peace: On Crime, Suffering, and Service" pp. 3-14, "Reconciliation and the Mutualist Model of Community" pp. 30-47, "Peacemaking in

Criminology and Criminal Justice" pp. 299-329, in Criminology as Peacemaking. Simulation Exercise, In Class Analysis Thought Paper #3 Due: Final Paper Due