

**[01:202:497 Understanding School Violence**  
[Summer 2016]  
Monday and Wednesday: 6:00-10:25]

Instructor(s): Dr. Michele Muni  
Location: Freehold

**Course description**

This course will explore the nature and extent, causes and consequences, and proposed remedies to widely recognized forms of school violence such as bullying, fighting, sexual assaults/harassment, dating violence, and school shootings. Students will be exposed to various theoretical explanations for youth violence, outlining the role of families, peers, schools, and neighborhoods, and will describe and evaluate strategies for the prevention and treatment of violence in schools, particularly strategies that utilize a comprehensive multidisciplinary approach.

**Course Aims and Objectives**

- 1) At the end of this course students will be familiar with the history and definitions of school violence.
  - Why: As future or current criminal justice professionals, students should become familiar with a type of violence that is impacting the future of the country. Youth should feel safe at school. Thus, it is the responsibility of criminal justice professionals to understand how to prevent danger within the schools. Understanding the history of school violence will help in preventing future events since history tends to repeats itself.
  - What: PowerPoints, videos, and class discussion
  - How (Assessment): Synthesis discussion board; Newspaper discussion board
  
- 2) At the end of this course students will be able to critically discuss the different types of school violence and the causes of school violence
  - Why: As future or current criminal justice professionals, students should be familiar with and understand the various influences that cause school violence. It is not enough to simply memorize certain facts and theories about violence. Such facts and theories are useless unless you can apply them to your own lives and the larger community.
  - What: PowerPoints, videos, and class discussion
  - How (Assessment): Synthesis discussion board; Final Paper
  
- 3) At the end of this course, students will be able to discuss the causes of school violence.
  - Why: As future or current criminal justice professionals, students should be familiar with and understand the various influences that cause school violence.
  - What: PowerPoints, videos, and class discussion
  - How: (Assessment): Synthesis discussion board; Final Paper

- 4) At the end of this course, students will be able to discuss methods used by society to deter and prevent school violence.
  - **Why:** As future or current criminal justice professionals, students should be familiar with and understand the current policies used to prevent and intervene in delinquency behavior and whether these policies are effective.
  - **What:** PowerPoints, videos, and class discussion
  - **How:** (Assessment): Synthesis discussion board and Newspaper Article Discussion Board; Final Paper

## **Program in Criminal Justice Rutgers, The State University of New Jersey**

### **Learning Goals:**

#### **A Statement of Principles**

The Program Committee for the Program in Criminal Justice at Rutgers University in New Brunswick has adopted a series of learning goals for students who complete the major. These goals represent the consensus of the faculty regarding the concepts a student should grasp and the skills a student should acquire in the course of completing the major. These goals guide the choices faculty make about the structure of the curriculum and the requirements for our majors. Moreover, they guide faculty and instructors preparing course material and teaching courses.

The Program in Criminal Justice will provide students with a rich understanding of crime and criminal justice in the United States and abroad through an interdisciplinary approach that blends a strong liberal arts educational experience with pre-professional instruction in the field of criminal justice. Graduates of the program will be well-informed citizens on the topic of crime and justice, and qualified for graduate study or for employment as practitioners in a variety of legal, policymaking, and law enforcement fields.

Criminal justice majors graduating from a research university should be able to use critical thinking, factual inquiry, and the scientific approach to solve problems related to individual and group behavior. In addition, students should have an understanding of the legal, political and policymaking processes that affect criminal justice systems in the United States and elsewhere in the world. Finally, students should be familiar with the institutional structures and latest developments in the field in order to engage in meaningful debate about current public policy issues.

#### **Learning Goals for Criminal Justice Majors**

- **Competence:**
  - a.) **Theory.** Students who complete the major in criminal justice should understand and be able to articulate, both orally and in writing, the core theoretical concepts that form the foundation of analysis and research in criminology and criminal justice today. Core concepts are derived from explanations of crime from a variety of perspectives, including biogenic, psychological, and sociological approaches. There are myriad theories of crime that are informed by these perspectives, including, classical, control,

critical, ecology, labeling, learning, strain, and trait-based approaches. Theoretical literacy should extend to multicultural and international understanding.

b.) **Institutions.** Students who complete the major in criminal justice should understand the special role of three types of institutions: Police, Corrections, and Courts. In addition, students should know how institutional forms vary across jurisdictions and how these institutions interact with and influence each other.

c.) **Research Methods.** Students who complete the criminal justice major should be familiar with the tools, techniques, and data sources necessary for empirical analysis. Students should understand the various ways that empirical analysis is used in the scientific approach: for description, for developing, and for testing theories. They should be able to analyze data using computer applications and should be familiar with basic statistical techniques and regression analysis. They should be able to read and assess research from a wide range of sources, including general interest, academic, and government publications.

- **Critical Thinking:** Upon completion of the major students should be able to apply their understanding of core concepts and quantitative tools to analyze and research real world problems, and evaluate alternative policy proposals on a range of criminal justice issues, from micro-level analyses relevant to particular cases to management concerns to macro-level analyses of legislative and other broad-scale policies. Accomplishment of this goal will require that students can apply their literacy and numeracy skills to different institutional structures, within the U.S. and across countries.
- **Scholarship:** Qualified majors should have an opportunity through such avenues as advanced coursework, internships, and faculty interactions to conduct independent research on matters of central relevance to the field of criminal justice.

## School Policies

### 1. STUDENT RESPONSIBILITIES

- a) **Read all assigned materials:** As indicated above, not only does active participation in course discussions promote independent thinking, but it also creates an atmosphere that generates thoughtful reflection and stimulates others to comment and ask questions.

### Materials and Access

Bazelow, Emily. 2014. *Sticks and Stones: Defeating the Culture of Bullying and Rediscovering the Power of Character Empathy*. Thirteenth Edition. Peng Rang. ISBN: 9780812982633

Langman, Peter. 2015. *School Shooters, Understanding high school, college, and adult perpetrators*. Roman and Littlefield. ISBN: 9781442233560

Newman, Katherine. *Rampage: The Social Roots of School Shootings*. Fourth Edition. Perseus D. ISBN: PUBLISHER: PERSEUS D. ISBN: 9780465051045

**Assignments and Grading Procedures**

- A: 90-100
- B+: 87-89
- B: 80-86
- C+: 78-79
- C: 70-77
- D+: 68-69
- D: 60-67
- F: Below 60

Objective	Why	What (Project)	How (Assessment)
At the end of this course students will be familiar with the history and definitions of school violence.	As future or current criminal justice professionals, students should become familiar with a type of violence that is impacting the future of the country. Youth should feel safe at school. Thus, it is the responsibility of criminal justice professionals to understand how to prevent danger within the schools. Understanding the history of school violence will help in preventing future events since history tends to repeats itself.	Weekly readings/videos and discussion	Discussion Board Newspaper Analysis
At the end of this course students will be able to critically discuss the different types of school violence and the causes of school violence	As future or current criminal justice professionals, students should be familiar with and understand the various influences that cause school violence.  It is not enough to simply memorize certain facts and theories about violence. Such facts and theories are useless unless you can apply them to your own lives and the larger community.	Weekly readings/videos and discussion	Discussion Board Newspaper Analysis Final Paper
At the end of this course, students will be able to discuss the causes of school violence.	As future or current criminal justice professionals, students should be familiar with and understand the various influences that cause school violence.	Weekly readings/videos and discussion	Discussion Board Newspaper Analysis Final Paper
At the end of this course, students will be able to discuss methods used by society to deter and prevent school violence.	As future or current criminal justice professionals, students should be familiar with and understand the current policies used to prevent and intervene in delinquency behavior and whether these policies are effective.	Weekly readings/videos and discussion	Discussion Board Newspaper Analysis Final Paper

**Class Participation: 5 Points**

**Personal Introductions: 5 Points**

**Syllabus Quiz: 10 Points**

**Midterm Quiz: 25 points**

**Discussion Board Reading Synthesis: 15 points**

**Discussion Board: 15 points**

Consider a recent news article that relates to the readings that were covered in class. Pose a question on the discussion board forum. Provide your own opinion about the news article and provide evidence from the readings and from at least one outside source. Be sure to include theoretical perspectives.

Original Post Due: Friday June 10

Response Posts Due: Monday June 13

**Final Paper: 25 points – (Due June 24<sup>th</sup>)**

Assignment Instructions: Write a paper analyzing a major problem facing today's juvenile justice/criminal justice system, in terms of school violence. Some examples might be bullying, suicide, school shootings, drug addicted youth, gang issues, violence on college campuses, zero tolerance policies, etc. A central purpose of the project is to have you analyze, evaluate, and simulate the way the juvenile justice system has or has not addressed a problem and to propose a solution.

An **introduction** must be provided to summarize and define your topic, including a clear statement of the problem or issue of concern. In addition, you need to select a **theoretical framework** for your issue and describe its relevance to the issue that you write about. **The next section** should discuss the policies that have been implemented or should be implemented to address your problem. **A conclusion** must be provided that summarizes your research.

The body of the paper must include summaries of current relevant research from a minimum of five (5) credible sources and your evaluation and conclusions regarding possible methods of managing or addressing the problem your opinion on the issues raised—supported by research.

The paper is expected to have content and thoughtful analysis on the topic on a undergraduate level. Sources should be a combination of peer reviewed journals and books.

Your paper should be a minimum of 7 pages in length (not including title page or reference page), double-spaced, 12 font, well written, and formatted in conformity with APA rules.

**Note: Topic selections: Please note that once you have selected your topic. (IT CANNOT CHANGE). Choose wisely and submit the topic to me for approval not later than Saturday at 11:00PM of week 3 via e-mail.**

## Course Schedule

### Schedule

	Topics	To turn in/do
<b>MODULE ONE</b>		
<b>Introductions Concept of Juvenile Delinquency</b>		
<b>Week One June 1</b>	<b>Expectations What is School Violence?</b>	
<b>MODULE TWO</b>		
<b>TYPES OF SCHOOL VIOLENCE</b>		
<b>Week Two (6/6-6/8)</b>	<b>Bullying/Cyber Bullying</b>	<ul style="list-style-type: none"> <li>• <b>Personal Introductions – 6/6</b></li> <li>• <b>Feedback Questions – 6/6</b></li> <li>• <b>Syllabus Quiz – online – 6/8</b></li> </ul>
<b>Week Three (6/13-6/15)</b>	<b>Deadly Violence: Suicide Deadly Violence: School Shootings</b>	<ul style="list-style-type: none"> <li>• Discussion Board Synthesis Original Post Due – 6/12 (11pm)</li> <li>• Final Paper Topic – 6/15 (11pm)</li> <li>• Discussion Board Synthesis Response due: 6/15</li> </ul>
<b>Week Four (6/20-6/23)</b>	<b>Deadly Violence: Types of Shooters Deadly Violence: College Shooters</b>	<ul style="list-style-type: none"> <li>• Discussion Board Newspaper Original Post Due – 6/19 (11pm)</li> <li>• Discussion Board Newspaper Response Due: 6/23 (11pm)</li> </ul>
<b>MODULE THREE</b>		
<b>CONCLUSIONS AND PREVENTION</b>		
<b>Week Five (6/27-6/29)</b>	<b>Gangs and Cliques Deterrence and Prevention</b>	<ul style="list-style-type: none"> <li>• <b>No assignments due</b></li> </ul>
<b>Week Six 7/6</b>	<b>Wrap-Up</b>	<ul style="list-style-type: none"> <li>• <b>Final Paper (11:00 pm)</b></li> </ul>

### MODULE ONE

#### **Week One (June 1st): Introduction To Course**

**This is an introductory week in which you will learn about your classmates, reflect upon your goals for the course, and consider questions that you may have about the class.**

In recent years, politicians and even some criminologists have espoused the view of a super predator generation of youth. The truth is, juvenile delinquency is not a new idea. There is evidence of juvenile delinquency dating to 306 B.C. and school violence dating to 1600 AD. During this class period, students will explore the historical aspects of school violence.

### WHAT IS SCHOOL VIOLENCE?

McCabe and Martin. 2005. *School Violence, The Media and Criminal Justice Responses*. Chapter One.

#### **Reading Considerations:**

- Why is school violence difficult to define?
- Is school violence a new phenomenon?

**Assignment: Personal Introductions: Due June 6**

Include: professional experiences, personal information such as family/friends/pets, and a photograph of yourself (if you have one). The Introduction is a chance for you to ‘meet’ your colleagues in the class and an opportunity to introduce yourself to your professor. The Introductory post is due on June 6.

**Assignment: Feedback Questions on Syllabus: Due June 6**

Please develop a set of questions that you may have, regarding the syllabus.

**MODULE TWO**

This module focuses on different types of violence within the school such as bullying, deadly school violence, gang violence and cliques. The dominant sociological perspectives on the causes of school violence are explored, such as strain and social learning.

**Week Two (6/6-6/8):**

A) June 6<sup>th</sup>: Bullying in Schools – Bullying  
Bazon, Emily. 2014. *Sticks and Stones, Defeating The Culture of Bullying and Rediscovering the Power of Character and Empathy*. Pp. 1-56

Simmons, Rachel. 2002. *Odd Girl Out, The Hidden Culture of Aggression in Girls*. Introduction and Chapter 1.

B) June 8<sup>th</sup>: Bullying in Schools – Cyber Bullying  
Simmons, Rachel. 2002. *Odd Girl Out, The Hidden Culture of Aggression in Girls*. Chapter 4

**Reading Considerations:**

- What are some theoretical explanations for bullying?
- What are the elements of bullying?
- Why do people bi-stand?

Responses: May 23<sup>rd</sup>

**Week Three (6/13-6-15) – Deadly School Violence**

A) June 13<sup>th</sup>: Suicide, Bullying, and the Legal System

Bazon, Emily. 2014. *Sticks and Stones, Defeating The Culture of Bullying and Rediscovering the Power of Character and Empathy*. Chapters 3 and 6

*New York Times* article - *Groups Converge for Mock Shooting Near University of Texas* (discussion board assignment, see below)

- In class screening of: *Web of Lies, Friend Request*

### **Reading Considerations:**

- How could bullying affect suicide
- Should the legal system become involved in cyber bullying? Why or why not?
- Have there been any legal cases involving cyber bullying?
- Where was the first cyber bullying case?

### **Assignments:**

#### **Assignment: Right to Carry on College Campuses??**

How do you feel about carrying weapons on college campuses? What are some of the pros and cons? Consider the *New York Times* article. After considering your views, discuss your views with classmates. Your contributions to the discussion forums will be graded for quality and a detailed analysis linking the material to a critical appraisal of theory, policy, and practice. In all cases, students must cite in-text and provide a full bibliography/works cited at the end of their post for all citations mentioned in the post. Do not simply state, I agree or disagree, support your opinions with academic proof.

- **Original Post: June 12 (11:00 pm)**
- **Response Post: June 15 (11:00 pm)**

#### B) June 15<sup>th</sup> - School Shootings – Explaining Rampage School Shootings

Newman, Katherine. *Rampage: The Social Roots of School Shootings*. Fourth Edition. Perseus D. ISBN: PUBLISHER: PERSEUS D. ISBN: 9780465051045. Chapter Three

### **Reading Considerations:**

- What are the causes of rampage shootings?
- Where do rampage shootings occur? Are they more prevalent in the urban environment, the suburbs, or the rural environment?

### **Assignment: Final Paper Topic: June 15 (11:00 pm)**

#### **Week Four 6/20-6-22): School Shootings, Cont. (\*June 19<sup>th</sup> assignment due – see below)**

##### A) June 20<sup>th</sup>: Types of School Shooters

Langman, Peter. 2015. *School Shooters, Understanding high school, college, and adult perpetrators*. Roman and Littlefield. ISBN: 9781442233560. Chapters 1-3

- In Class Screening: *Raising Adam Lanza*

### **Reading Considerations:**

- Is there a “certain type” of school shooter?
- Is it useful to classify school shooters? Why or why not?



**Assignment:** Consider a recent news article that relates to the readings that were covered in class. Pose a question on the discussion board forum. Provide your own opinion about the news article and provide evidence from the readings and from at least one outside source. Be sure to include theoretical perspectives.

Original Post Due: June 19

Response Posts Due: June 23

B) June 23<sup>nd</sup>: College Shootings

Langman, Peter. 2015. *School Shooters, Understanding high school, college, and adult perpetrators*. Roman and Littlefield. ISBN: 9781442233560. Chapter 6

- Screening of *Deadly Tower*

### **Reading Considerations**

- Are college shootings a new phenomenon?
- What causes college campus shootings? Are the reasons different than high school shootings?

### **Assignments:**

- **Response Posting Due: June 23**

## **MODULE THREE: CONCLUSIONS AND PREVENTION**

This module concludes with a discussion on gangs and cliques and current policies that have been implemented in schools to reduce violence. The dominant strategies focused on in this section include zero tolerance, legislation, and school climate changes.

### **Week Five 6/27-6/29):**

A) June 27<sup>th</sup>: Gangs, Goths, and Cliques

McCabe and Martin. 2005. *School Violence, The Media and Criminal Justice Responses*. Chapter Four

### **Reading Considerations:**

- What theoretical explanation could help explain why youth join gangs or cliques in school?

B) June 29<sup>th</sup>: Prevention of School Violence

Bazelton, Emily. 2014. *Sticks and Stones, Defeating The Culture of Bullying and Rediscovering the Power of Character and Empathy*. Chapter 7

Langman, Peter. 2015. *School Shooters, Understanding high school, college, and adult perpetrators*. Roman and Littlefield. ISBN: 9781442233560. Chapter 8-9

McCabe and Martin. 2005. *School Violence, The Media and Criminal Justice Responses*.  
Chapter Six

### **Reading Considerations**

- What has been proposed to help prevent school violence?
- How could the school environment be changed to promote safety?

### **Other Useful Information**

#### **Information on Paper Design**

APA style: <https://owl.english.purdue.edu/owl/resource/560/01/>

- Articles in peer reviewed journals: <https://owl.english.purdue.edu/owl/resource/560/07/>
- Books: <https://owl.english.purdue.edu/owl/resource/560/08/>
- Online Sources: <https://owl.english.purdue.edu/owl/resource/560/10/>
- Sample Paper: <https://owl.english.purdue.edu/owl/resource/560/18/>

APA in text citations: <https://owl.english.purdue.edu/owl/resource/560/2/>

Organizing Literature Reviews: <https://owl.english.purdue.edu/owl/resource/994/04/>

**Critical Thinking:** <http://www.criticalthinking.org/pages/the-national-council-for-excellence-in-critical-thinking/406>

- Be familiar with the elements of thought section

### **Rubric Section**

Your paper should be a minimum of 7 pages in length (not including title page or reference page), double-spaced, 12 font, well written, and formatted in conformity with APA rules.

Final Paper Rubric
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<b>CRITERIA</b>	<b>0 Points</b>	3.25 to 3.75	3.75 to 4	4 to 4.5	5
Introduction		Fair discussion of the problem statement	Average discussion of the problem statement	Above average summary and problem statement	Excellent summary and clear problem statement.
Literature Review		Fair discussion of literature.	Average literature review. The majority of the literature review included direct quotes and little summary.	Above average discussion of the relevant research. Introduced some evaluation research and conclusions of research. Little discussion of your opinion on the issues raised by the research.	The body of the paper included summaries of current relevant research, a discussion of the implications of proposed solutions for the juvenile justice system, evaluation and conclusions regarding possible methods of managing or addressing the problem, and your opinion on the issues raised—supported by research.
Theoretical Framework	Failed to submit	Demonstrates limited to poor knowledge of theoretical concepts	Adequately presents some of the central theoretical concepts associated with the criminological theory.	Presents central theoretical concepts associated with the criminological theory. Begins to demonstrate how the theory guides the behavior in this case.	Clearly presents the central theoretical and explains why this framework is an appropriate framework.
Policy Discussion	No discussion	Demonstrates little knowledge of policy.	Adequately presents some discussion of policy.	Above average discussion of the policies that have been implemented or should be implemented to address the problem.	Clearly discusses the policies that have been implemented or should be implemented to address the problem
Conclusions	No conclusion	Demonstrates a very inadequate summary of findings.	Adequate summary of research and findings. The majority of the conclusion was simply a cut and paste. No real discussion.	Above average summary of research and findings	Excellent summary of research and findings and recommendations.

<b>Discussion Board Rubric</b>				
	Fails to Participate	Poor	Satisfactory	Excellent

POINTS	0	3.25	3.75	5
Demonstrates content knowledge, understanding.  Demonstrates careful reading and inquiry into the subject matter	Failed to Submit	Reflections show very little evidence of understanding of the subject matter.	Reflections demonstrate understanding and application.	Reflections demonstrate understanding and application of the reading.  Reflections include critical thinking and synthesis.  Shows original thought.  Reflections incorporate course concepts and readings with knowledge learned in prior courses and/or applied social media/news articles.
Responses	Failed to submit	Responded without providing any proof supporting the opinion.	Responses provided some academic support for personal opinions.	Responses included a detailed analysis linking your opinion to the material through a critical appraisal of theory, policy, and or practice.  Responses were not simply I agree with you or disagree with you.

<b>Newspaper Discussion Board Rubric</b>				
	Fails to Participate	Poor	Satisfactory	Excellent
POINTS	0	3.25	3.75	5

Newspaper		<p>Considered an old news article that relates to the readings that were covered in class. Did not pose a relevant question on the discussion board forum.</p> <p>No theoretical grounding or literature.</p>	<p>Considered a fairly recent news article that relates to the readings that were covered in class. Posed a question on the discussion board forum. Provided your own opinion about the news article and provide some evidence from the readings and from at least one outside source. Included a theoretical perspective.</p>	<p>Considered a recent news article that relates to the readings that were covered in class. Posed a question on the discussion board forum. Provided your own opinion about the news article and provide evidence from the readings and from at least one outside source. Included theoretical perspective.</p>
<p>Demonstrates content knowledge, understanding.</p> <p>Demonstrates careful reading and inquiry into the subject matter</p>	Failed to Submit	<p>Reflections show very little evidence of understanding of the subject matter.</p>	<p>Reflections demonstrate understanding and application.</p>	<p>Reflections demonstrate understanding and application of the reading.</p> <p>Reflections include critical thinking and synthesis.</p> <p>Shows original thought.</p> <p>Reflections incorporate course concepts and readings with knowledge learned in prior courses and/or applied social media/news articles.</p>
Responses	Failed to submit	<p>Responded without providing any proof supporting the opinion.</p>	<p>Responses provided some academic support for personal opinions.</p>	<p>Responses included a detailed analysis linking your opinion to the material through a critical appraisal of theory, policy, and or practice.</p> <p>Responses were not simply I agree with you or disagree with you.</p>