University of Texas at El Paso
CRIJ 4318: Violence in America
CRN# 26896
SPRING 2, 2020 (Online)

Instructor: Scott Christopher Mann
Department of Criminal Justice

Virtual Office: Discussions Forum link: 24/7 asynchronous (public view) / up to 48 hours to respond
Mail Box link: 24/7 asynchronous (private) / up to 48 hours to respond
Cell Phone: (915)540-2295
Email: scmann@utep.edu

Communication:

Students will receive feedback in various ways, through the discussion forum, the grade book for exams and a grading rubric for the term paper and discussions. You may E-mail me using the Mail Box in Blackboard, or the virtual instructor’s office in the Discussions forum. I will respond to all student communication to me within 24-48 hours. If in the case of an emergency, contact me by telephone/text. If texting, please let me know which class you are in.

Course Description:

This course will cover fundamental and advanced topics in the study of violent crime.

Course Objectives:

- Identify different types of aggression and violent behavior;
- Explore and describe historical trends and recent patterns of violent crime;
- Describe the biological, psychological and sociological explanations of violence;
- Associate violence and criminal street gangs;
- Interpret the association between illegal drugs, alcohol, firearms and violence; and,
- Recommend appropriate recommendations to mitigate violence through effective crime control measures.

Student Learning Outcomes:

**SLO 1:** Demonstrate an applicable knowledge and ability of criminological theory to apply such theories to special types of criminality, and compare and contrast competing theoretical arguments in the context of violent crime.

**SLO 2:** Demonstrate familiarity of existing models of violence control and the social structures which influence such deviant behaviors.

**SLO 3:** The ability to apply basic legal research skills to identify and compare current court rulings on criminal justice policy.
SLO 4: Workable knowledge of the process and application of academic research, and the ability to apply such research into criminal justice policy.

Required Text Book:


ISBN:

Paperback 9781506349060
Electronic Version 9781506349084

Your Facilitator’s Educational Philosophy

My philosophy of teaching is based on a belief that learning needs to be student centered and that students need to be equal partners in the learning process. The goal of my teaching is active and cooperative learning. I find that when I can convey my own enthusiasm for the criminal justice profession, it is often contagious enough that students become engaged in the learning process. Through academic research, I encourage students to tackle problems creatively, which helps them to learn to think outside conventional boundaries and to seek the deeper meaning of a concept or finding. These efforts foster personal and intellectual fulfillment. My emphasis is on helping the student to learn, rather than just dispensing knowledge to them. My role involves using my expertise to put the necessary information in the hands of students so they are well equipped to find and answer their own questions.

What you need to Do First

On week 1, you need to navigate through the system and get familiar with it. Technical problems need to be handled by the DE office and tech support. Also, there are some graded assignments that you MUST complete on week one.

1) Look for the learning modules – you will only see Module 1.
2) Get your books. You will start using them right away.
3) In the discussions forum, introduce yourself and begin meeting others in the class.
4) You will have a short essay assignment on Chapter 1 (Alvarez & Bachman, 2016) due on Saturday of week 1.

Class CORE Assessments
6 Weekly Collaborative Group Discussion Board Questions (20 points per discussion = 120 points)

During this course, you will have 6 weekly collaborative group questions (between weeks 2-7) to answer in the Discussion Board. Each Sunday, a new discussion question will appear. You will be required to respond substantively to the question by mid-week, and respond substantively to two others within the discussion forum by SAT (end of week). This requires a minimum of three substantive posts that must be spread out among two days during the week. You will not be able to see other posts in the forum until you have submitted your original response to the question.

Each weekly discussion will be worth up to 20 points. Your collaborative group discussions are theoretical in nature and mostly related to the issues to be covered in your academic research paper. Please note that both quantity and quality are important considerations when it comes to participation, and substantive posts need to move the discussion forward. For example, a message that restates the post to which you respond, or that essentially says, "I agree," and repeats another’s comments do not constitute participation because it does not add anything new of substance to the discussion. Likewise, off-topic posts do not constitute participation because they do not relate to the original discussion. Discussion posts need to have a ‘meaty’ combination of your insights on the topics and objectives, specific examples from your experience, and support from the course readings or other scholarly sources. Think of substantive like a formula: Your Insight (Example from your Experience or opinion) + Research Support = Substantive

All weekly discussions will open on Sundays (12am) and close on Saturdays (11:59pm). Since discussions are used as a gauge of one’s participation and attendance, there are no make ups for prior week’s missed discussions. Please do not notify me that you did not know, or were mistaken. Print the syllabus and keep it next to your computer if you need to. Please review the Discussion Board Rubric to see how I will be grading this assignment.

4 Short Essay Questions (20 points each = 80 points)

During this course, you will have 4 short essay questions (between weeks 1-4) to answer in Short Essay assignment link. These short essays will be technical in nature. The first short essay (due at end of week 1) will be from your assigned readings in Violence: The Enduring Problem (2016) book. The remaining 3 short essays may come supplemental resources in addition to the course book. Your short essay will be composed of a minimum of four paragraphs (Introduction, 2 body, and conclusion). Providing a minimum of four paragraphs may not meet the content requirement needed to answer the question completely. You do not need to format your essay in APA, but you need to properly cite and references your source(s) in APA. I have provided you a sample at the end of this syllabus. Write and edit your short essays in Microsoft Word and submit to the Short Essay Link as an attached file. Please review the Short Essay Rubric to see how I will be grading this assignment.

Two Multiple-Choice Exams (100 points each = 200 points)

Exam 1 (Modules 1-4) = 100
Exam 2 (Modules 5-7) = 100
There will be a timed multiple-choice exam worth 100 points at the end of modules 4 and 7 (See Calendar). The exam questions will be drawn directly from Violence: The Enduring Problem (2016) book. The Module Exams will open on Sunday (Midnight) and closed on Saturday (11:59pm).

Exam 1 Rules:
1. **Description**
   This exam will cover the chapters covered in modules 1 through 4 (Multiple Choice).
2. **Timed Test**
   This test has a time limit of 90 minutes.
3. **Timer Setting**
   This test will save and submit automatically when the time expires.
4. **Force Completion**
   This test can be saved and resumed at any point until time has expired. The timer will continue to run if you leave the test.
5. **Due Date**
   This Test is due on April 18, 2020 11:59:00 PM MST.

If you miss taking this exam on the dates scheduled, the test will close and a “0” will be recorded for your score. If you get kicked out of the exam because of an Internet glitch, immediately log back in and continue, as the timer will continue once you begin the exam. If you get kicked out but fail to enter back in and continue, I will not entertain the issue in order to discourage others from cheating. Be prepared.

Exam 2 Rules:
1. **Description**
   This exam covers modules 5 – 7 (True / False).
2. **Timed Test**
   This test has a time limit of 90 minutes.
3. **Timer Setting**
   This test will save and submit automatically when the time expires.
4. **Force Completion**
   This test can be saved and resumed at any point until time has expired. The timer will continue to run if you leave the test.
5. **Due Date**
   This Test is due on May 2, 2020 11:59:00 PM MST. Test cannot be started past this date.

If you miss taking this exam on the dates scheduled, the test will close and a “0” will be recorded for your score. There are no make ups, as this is the end of the course (no exceptions). Plan accordingly. If you take the exam on the last day and something goes wrong, log back in immediately and continue taking the timed exam. I will not entertain any issues for those who decide to take the exam on the last day of the course and experience problems. Plan to take it SUN-FRI just in case.

**Academic Research Paper (100 points)**

Your research paper is due on Sunday of week 6 (See syllabus calendar). You will submit the paper by attaching it as a Microsoft Word file to the Assignment forum. I will not accept any late research papers. After the due date, the submission link will close. I encourage you to turn it in early. If it is not submitted through the Blackboard Paper Assignment forum as an attached file as instructed, I will not grade it. In other words, do not email it to me, or submit it in any other manner as required.

**PAPER TOPIC AND TITLE: Gun Violence in America**
Write a 1500 word (minimum) paper (6 quality references minimum) on the topic above. Research gun crime and violence over the past few years in order to establish a perspective on the trends. Examine the current political arguments over the 2nd Amendment and policies exercised differently by various jurisdictions. Take a position on the best solution moving forward in reducing gun related violence in America.

All research and sources will be cited within the body of the paper with the appropriate use of in-text citations. The paper will be no less than 1500 words and have a minimum of 6 academic quality references. The grading rubric for this assignment may be viewed in the Research Paper submission link in Blackboard.

Websites such as Wikipedia, blogs, and social networking forums (e.g., Facebook) are not to be used. Depending on your topic, they may be good places to start. However, there is nothing authoritative about these websites and therefore should not be cited in an academic paper. Information obtained from official websites, such as state/federal governments or government agencies, is acceptable and may be used as sources sparingly. I have provided you with an APA formatted paper shell and a presentation on citing and references in your research paper assignment link. Please review the Research Paper Rubric to see how I will be grading this assignment.

Extra Credit:

There will be no extra credit offered in this course. I encourage quality, not quantity, so please do not ask.

Course Requirements:

Six (6) graded weekly collaborative group discussions 120 points
Four short essay assignments 80 points
Two multiple-choice exams (+ syllabus quiz) 200 points
One academic research paper 100 points

Grading: 500-point scale

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<tr>
<th>Points</th>
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<tr>
<td>450-500</td>
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<td>C</td>
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<td>300-349</td>
<td>D</td>
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<td>0-299</td>
<td>F</td>
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NOTE: Grades are assigned according to the total points earned. There will be no rounding, curving, or extra credit.

Online Netiquette:

No Yelling please. Typing IN ALL CAPS IS INAPPROPRIATE. Sarcasm can (and will) backfire on you. Attempt to find your own answers. Always make an effort to use proper punctuation, spelling and grammar. Don’t get
cute with text colors. Last and most importantly, be kind. Even though other students cannot see you, your name is attached to that comment and your classmates and instructors will remember it if you’ve been rude.

Class participation and due dates:

This online course is seven weeks in length. Due dates will be strictly enforced. If you miss a week of discussions, this is no different than missing class. You cannot make it up. I will accept your short essays up to one week past the due date with an automatic 30% deduction taken off the scored assignment. You will be given an entire week to sit down during a time of your choosing to take the mid-term and final exam. There will be no make ups. If you have a special issue, you need to contact me in advance – not after the fact. I will not accept a late submission on the research paper. After the due date, the research paper link will be locked.

Academic Dishonesty:

Academic dishonesty includes cheating on an exam, turning in someone else’s assignment from a previous class, or plagiarism. This includes paraphrase or direct quotation of work of another person without fully and properly crediting the author with citations and reference page; or using materials prepared by another person/agency engaged in the selling of term papers or other academic materials.

It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. For students who are found to have engaged in any form of academic dishonesty, sanctions may include a failing grade on the assignment or exam in question, a failing grade in the course, suspension, or dismissal from the University.

Writing center:

The University Writing Center is located in Library, Room 227. It is a great place to receive help with editing your written papers, and with APA style assistance. They are open M-Th 9:00-5:00 pm, Fr 9:00-2:00 pm, and Sundays 12:00-5:00pm. Appointments are recommended well before the deadline, but they will take walk-ins.

UTEP Drop Policy:

If unforeseen circumstances happen where a drop is necessary, students are responsible for initiating any course drop. It is the student’s responsibility to determine how dropping courses may affect financial aid. Students are limited to dropping no more than 6 courses over their entire academic career of all courses taken at any public college or University in Texas.

1. Students who drop a course before the “official census date,” the course will not appear on the transcript, and doesn’t count toward the 6-course drop limit.

2. Dropping a course after the official census date, but before the “course drop date” will generate a “W” in the course—although the drop shows on your transcript, a “W” does not lower your GPA. However, this type of drop counts against your 6 drop limit.
3. If the course is dropped after the “course drop date” or if the student just stops coming/taking tests, etc., UTEP requires the instructor to issue an “F” in the course that permanently remains on the transcript. This type of drop counts against the 6 drop limit.

4. UTEP also allows instructors to administratively drop any student because of excessive absences, lack of effort, or disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP email account. A “W” will be issued if the drop occurs before the course drop date, and an “F” will be issued if a student is administratively dropped for disciplinary reasons or after the course drop date. This type of drop counts against the 6 drop limit.

5. If circumstances occur where a student must miss an excessive number of classes and/or is unable to submit multiple assignments (e.g., student medical reasons, medical conditions of a family member, death of a family member, active military service), they should first discuss the possibility of withdrawal from all classes with their academic advisor. Complete withdrawals from all classes in the same semester do not count against the 6 drop limit.

Online / Technical support:

I will be setting up a Mail Box link in Blackboard. You can use this as a primary source of communication with me during the course. If you are having trouble with this course or its material, you should contact me via email to discuss the issues while you work it out with UTEP. I do not work for IT or Distance Learning at UTEP. As a student in this course, you can get help from the following resources:

Cynthia Marrufo, Criminal Justice Counselor (crimjust@utep.edu):
www.calendly.com/cbmarrufo

As a student in this course, you also have access to support from University Technology Services

- for Blackboard and computer issues.
- Blackboard Support: http://at.utep.edu/bbc/
- Technical Support from Technology Support:

My Example of a 4000 Level Course Short Essay Expectation:

In 1938, Frank Tannenbaum’s book “Crime and Community” examined the process of negative labeling. Once a juvenile came to the attention of authorities, they were labeled as being different from regular juveniles. After the official label, authorities treated these juveniles differently than others, which also changed the way these labeled youngsters viewed themselves. Once a juvenile was “tagged” as a delinquent, they were likely to continue in their delinquency among other similarly tagged delinquents. At this point, it did not matter how much effort was put into rehabilitating them. The delinquents became more resistant to positive values and more destined to a life of crime. Tannenbaum (1938) suggested that in order to make it less likely for a juvenile to continue a life of crime, society needed to lessen the dramatization of “evil” labeling against them.

In 1951 and again in 1967, Edwin Lemert examined primary deviation, as being an individual’s behavior, and secondary deviation being society’s response to that behavior. Lemert [1967] believed that the primary deviation had only marginal implications, whereas the secondary deviation created a stigma (Plummer, n.d.). This would alter the social role and attitude of those being negatively labeled (Plummer, n.d.). It is the negative labeling by control agencies that generate further crime (Plummer, n.d.). Lemert identified the process as:

1) Primary deviation;
2) Social penalties;
3) Further primary deviation;
4) Stronger penalties and rejection;
5) Further deviation, possible hostility and resentment towards those doing the penalizing;
6) Loss of tolerance and formal action from the community;
7) Strengthening of the deviant conduct as a reaction to the formal action;
8) Adjustment and acceptance to one’s social status as a deviant (Bartollas & Schmalleger, 2008).

According to Jackson & Hay (2013), the labeling process turns those marginal offenders into career offenders. However, prior research on labeling has lacked the study of key social process variables that condition the effects of labeling on criminality (Jackson & Hay, 2013). Jackson & Hay (2013) conducted a study in five U.S. cities that examined the impact of a positive family environment on official negative labeling towards high-risk early adolescents [ages 11-13]. They hypothesized that a strong family environment would diminish the effect on a juvenile’s subsequent delinquency, as such ties would afford the juvenile a constructive means to acknowledge the shame and move on towards social integration. The principle interest of the study was to observe whether an arrest-delinquency relationship was moderated by the degree of the juvenile’s family attachment (Jackson & Hay, 2013). Their findings showed that exposure to a high family attachment reduced the negative impact of official labeling for these young at-risk youth (Jackson & Hay, 2013). Up to this point, the labeling perspective provides one of the best explanations for early adolescent delinquency.

Official labeling contributes to being alienated from one’s community. It is worse when the child is in their early years of adolescence. It is compounded when they come from a weak familial environment. The purpose of the juvenile justice system is two-fold. The system provides public safety, but the true focus is to rehabilitate so juveniles will not re-offend. With this in mind, detention centers today will only accept juveniles into detention if they are at a high-risk of re-offending before going to court. In many cases, the deviance requires a substantial risk to public safety. Detention is seen as drastic and damaging to a child, so all alternatives, such as community-based alternatives are usually explored first in order to achieve long-term success and reintegration towards social norms.

References:


Calendar and Assignments:

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<th>Reading Assignment</th>
<th>Activities</th>
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<tr>
<td>Week 1 MAR 16 - 21 (MON – SAT)</td>
<td>Module 1 As American as Apple Pie. Read Chapter 1 – Violence: The Enduring Problem</td>
<td>Short Essay 1 Due SAT Intro Group Discussion</td>
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<td>Week 2 MAR 22 - 28 (SUN – SAT)</td>
<td>Module 2 Explaining Violence Read chapters 2 and 3 – Violence: The Enduring Problem</td>
<td>Group Discussion 1 Short Essay 2 Due SAT</td>
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<td>Week 3 MAR 29 – APR 4 SUN - SAT</td>
<td>Module 3 Assault and Murder Read chapters 4 and 5 – Violence: The Enduring Problem</td>
<td>Group Discussion 2 Short Essay 3 Due SAT</td>
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<td>Week 4 APR 5 - 11 SUN - SAT</td>
<td>Module 4 Rape and Assault Read Chapter 6 – Violence: The Enduring Problem</td>
<td>Group Discussion 3 Short Essay 4 Due SAT</td>
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<td>Week 5 APR 12 - 18 SUN - SAT</td>
<td>Module 5 Violence in the Streets Read Chapters 7 &amp; 8 - Violence: The Enduring Problem</td>
<td>Group Discussion 4 Exam 1 (Mods 1-4)</td>
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<td>Week 6</td>
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<td>Terrorism and Genocide</td>
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<td>Read Chapters 9 &amp; 10 - <em>Violence: The Enduring Problem</em></td>
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<tr>
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<td>Read chapter 11 - <em>Violence: The Enduring Problem</em></td>
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