

CRM 495: Capstone Seminar on Interpersonal Violence (Final Syllabus)

Dr. Mike Maume



SBS 215

T&Th 9:30-10:45

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“There is no society known where a more or less developed criminality is not found under different forms. No people exists whose morality is not daily infringed upon. We must therefore call crime necessary and declare that it cannot be non-existent, that the fundamental conditions of social organization, as they are understood, logically imply it.”

Emile Durkheim

“There is no crime of which I cannot conceive myself guilty.”

J.W. von Goethe

To say that violence is a part of the world we live in is like saying that breathing is a part of life. It’s such a given aspect of social life that it is bordering on anti-climactic to offer this course at the college level. After all, you may have experienced more than enough violence—directly or indirectly—at this point in your lives already. And after this semester is over, people will continue to hit, maim, threaten, attack and kill each other; however, it is certainly worth the effort to pause and examine in more depth aspects of violence that we sometimes take for granted, or that shock us, or perhaps even thrill us.

Because it is so ubiquitous, the study of violence in this course will have some predetermined boundaries. The first is in the title of the course, which is meant to distinguish what we will deal with from other forms of violence, such as collective violence (which is well-covered in Dr. Snowden’s course on the topic), violence involving human-animal or animal-animal interactions, and intrapersonal violence (although we will discuss suicide briefly). Second, we will primarily focus on interpersonal violence that is deemed criminal by consensus or legal standards, which is a good reason for the cross-listing of the course. Third, although, particularly at the beginning of the course, we will examine violence from various perspectives, we will emphasize a sociological approach to the study of interpersonal violence, which is the other good reason for cross-listing the course. As such, this is not a course focused on the anthropology or history of violence, nor is it a course on forensics, legal definitions or case law prompted by decisions in cases based on violent crimes.

Course Objectives:

The objectives of this course are rather straightforward. They are

- 1) to familiarize you with the theory, methods, and empirical findings of structural, cultural, and situational criminological research on interpersonal violence;
- 2) to develop your ability to read, analyze, and synthesize a substantial body of literature in a relatively short period of time;
- 3) to enhance your academic writing, editing, and speaking skills;
- 4) to leave you with alternative and perhaps new perspectives on violence; and
- 5) to provide a “capstone” course experience for criminology and criminal justice majors.

Course Requirements:

1) Attendance (10% of course grade)

The most common format of our meetings will consist of class lecture and discussion on the topic of concern each week. These discussions will be based on the class readings, as well as relevant material we have covered previously. Please read the assignments before you come to class. I want to encourage discussion during class meetings, but that won't be possible if you don't read the material. Hopefully, you will find the readings interesting! After two unexcused absences, you will lose 2 points for each unexcused absence thereafter.

2) Participation (20% of course grade)

a. Discussion leader (10% of course grade)

In terms of participation, in the second or third class you will be assigned as the discussion leader for several of the articles or book chapters we read every class after week two. This involves drawing up a brief (1-2 page) discussion paper on the material and making it available to every student in the class. As discussion leader for your reading, you will also provide a brief (5 or 10-minute) oral summary of the reading assignment in class. Here is the format for the discussion papers:

1. A summary of the major points of the article or chapter.
2. A one-paragraph discussion of each of the points made in the summary.
3. A discussion of the data sources used by the author (historical materials, surveys, interviews, theoretical treatises, etc.). You may need to go through the footnotes to uncover this.
4. What's missing from the author's discussion? Is there another side to this issue the author seems to have ignored?

Discussion leaders will e-mail their papers to me and the other class members by 7 a.m. on the morning of the first class (i.e., Tuesday) of their assignment.

b. Journal (10% of course grade)

Your journal for the semester is a file that may include any or all of the following: questions you have from class discussion/lecture or the readings, quotes from the readings that you have questions about or strike you as being significant (cite the author(s) and page number), cited quotes from material gathered for your research paper (described below), or personal commentary related to anything in the class. In 10 weeks—on Tuesdays—you will be required to turn in your journal with 3-4 entries. Each entry must be dated. I will read the entries, make comments where appropriate, and return your journals on Thursday. To make this easier on me, please make sure your name appears on the front cover of the notebook. You should use a loose-leaf notebook with pockets.

I recommend bringing your journal with you to class, and also keeping it handy when reading. This will make it easier for you to make entries (either hand-written or typed). There are no right or wrong entries; what I am looking for is how well you are engaged with the class readings and the course in general. Please make sure that if your entries are handwritten that they are legible!! Finally, to receive credit for your journal, it must be turned in on time.

3) Quizzes (10% of course grade)

Ten quizzes (each worth 1 point) based on the reading assignments will be posted on the course website and will be completed on the website in a timed format. The due dates for these quizzes will be announced in class and on the website.

4) Research Paper (15% of course grade)

You will write a short research paper on a topic of your choosing in interpersonal violence. "Short" translates to 8-9 pages, excluding references and title page. I will provide detailed guidelines for writing the research paper and review by the second week of classes.

- The paper topic should be selected by **September 10th**. Turn in your topic description in class; only approved topics will be allowed. I may also request that you broaden or narrow your topic.
- The paper outline (any standard format) and bibliography (ditto) are due by **October 13th**.
- The first draft of the paper is due on **November 3rd**. In that week's class, you will be randomly selected to review another student's paper. These reviews will be blind (i.e., you will not know who is reading your paper). The paper should be typed on white paper, double-spaced, with a single staple in the top left corner.
- You will submit copies of the review to the instructor and the author, and return the rough draft to the author on **November 12th**.
- Once papers are returned to their authors, both the first and final drafts of each student's paper will be due by **5:00 p.m., December 1st**. The rough draft should be stapled to the back of the final draft. I will deduct half of a letter grade for each day the final paper is late.

If you are accustomed to writing papers the weekend before they are due, this class might not be for you. **Students who do not hand in a rough draft of their paper on November 3rd will receive an "F" on the paper.**

4) Exams (45% of course grade)

There will be three in-class exams given during the course of the semester (see course calendar). Based on preferences expressed by the students in this class, the format of these exams will be multiple-choice.

I take examinations very seriously. They may only be missed for excusable and documented reasons, such as death (your own or an immediate family member's), severe illness, or incarceration. In lieu of these extreme circumstances, in order to arrange a make-up exam you **MUST** contact me at least 24 hours prior to the regularly scheduled exam. Students with acceptable excuses will be allowed to take a make-up exam on a date and time to be determined mutually by you and me.

If you wish to contest any portion of the first two exams, you must submit a written explanation or contact me via e-mail. Written explanations should include the exam question (i.e., the #) you wish to take issue with and a concise statement about what you feel is wrong with my interpretation of your answer. I will change your grade only if persuaded by the rhetorical strength of your explanation.

Grading:

Attendance	10
Participation	20
Quizzes	10
Research Paper	15
Exams	<u>45</u>
	100

The final course grade will be determined by the number out of the total 100 points each student earns in the course. My grading scale is as follows:

A	94 – 100	B-	80 – 82	D+	67 – 69
A-	90 – 93	C+	77 – 79	D	63 – 66
B+	87 – 89	C	73 – 76	D-	60 – 62
B	83 – 86	C-	70 – 72	F	< 60

Schedule of Reading and Assignments (readings will be made available on course website):

*** Underlined weeks indicate journal and quiz due on Tuesday.**

8/20 Preliminary Syllabus / Introduction

8/25 Final Syllabus / Conceptions of Violence

8/27 Historical Examination of Violence

Leonard and Leonard	The Historiography of American Violence
Cooney	The Decline of Elite Homicide

9/1, 3 Nature and Extent of Violence

LaFree	Declining Violent Crime Rates in the 1990s
Riedel	Sources of Homicide Data

9/8, 10 Types of Interpersonal Violence

Polk and Alder	Social Contexts of Homicide
Greenfield et al.	Violence by Intimates (pp. 1-16 only)
Wright and Decker	Deciding to Commit an Armed Robbery

9/15 Multicides: Serial, Mass and Spree Murder / Homicide-Suicides

Fox et al.	Serial Killers
Felthous and Hempel	Combined Homicide-Suicides: A Review

9/17 Exam 1

9/22, 24 Explanations for Interpersonal Violence: Macro(sociological)

Sampson and Wilson	Toward a Theory of Race, Crime, and Urban Inequality
Martinez and Lee	Immigration and the Ethnic Distribution of Homicide in Miami
Shihadeh and Ousey	Industrial Restructuring and Violence
Maume and Lee	Social Institutions and Violence

9/29, 1 Explanations for Interpersonal Violence: Micro(sociological)

Haynie and Payne	Race, Friendship Networks, and Violent Delinquency
Miller	Up it Up
Messerschmidt	Making Bodies Matter

10/6 Fall Break

10/8 Micro Explanations (cont.)

Luckenbill	Criminal Homicide as a Situated Transaction
Jacobs and Wright	Stick-up, Street Culture and Offender Motivation

10/13, 15 Violence, Southern Style

Messner et al.	The Legacy of Lynching and Southern Homicide
Nisbett	Violence and U.S. Regional Culture
Hayes and Lee	The Southern Culture of Honor and Violent Attitudes

10/20, 22 Violence and Popular Culture

Huesmann and Taylor	Exposure To Violence in the Media Leads to Violent Behavior
Jenkins	The Problem of Media Violence is Exaggerated

10/27 Gang Violence

Tita et al.	An Ecological Study of the Location of Gang "Set Space"
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10/29, 3 Guns and Violence

Cummings & Koepsell	Does Owning a Firearm Increase or Decrease the Risk of Death
Kleck	What are the Risks and Benefits of Keeping a Gun in the Home?
Lizotte and Sheppard	Gun Use by Male Juveniles
Phillips and Maume	Have Gun Will Shoot?

11/5 Exam 2

11/10, 12 Drugs, Alcohol and Violence

Parker and Auerhahn	Alcohol, Drugs and Violence
Pridemore	Vodka and Violence
Graham and Wells	Evaluating Theories of Alcohol-related Aggression Using Observations of Young Adults in Bars

11/17, 19 School Violence

Anderson	Curriculum, Culture and Community
Anderson et al.	School-associated Violent Deaths in the United States, 1994-1999
Muschert	Research in School Shootings

11/24, 1 Violence in the Family

Lanier and Maume	Intimate Partner Violence and Social Isolation Across the Rural/Urban Divide
Gauthier et al.	A Sociological Analysis of Maternal Infanticide in the United States

12/8 Final Exam, 8 am

Reading Assignments:

- Leonard, Ira M. and Christopher C. Leonard. 2003. "The Historiography of American Violence." *Homicide Studies* 7(2):99-153.
- Cooney, Mark. 1997. "The Decline of Elite Homicide." *Criminology* 35(3):381-407.
- LaFree, Gary. 1999. "Declining Violent Crime Rates in the 1990's: Predicting Crime Booms and Busts." *Annual Review of Sociology* 25:145-168.
- Riedel, Marc. 1999. "Sources of Homicide Data: A Review and Comparison." Pp. 75-95 in *Homicide: A Sourcebook of Social Research*, edited by M.D. Smith and M. Zahn. Thousand Oaks, CA: Sage.
- Polk, Kenneth and Christine Alder. 2002. "Social Contexts of Homicide: Examining the Social Dynamics that Lead to Lethal Violence." Pp. 251-266 in *The Relationship between Non-lethal and Lethal Violence*. Proceedings of the 2002 Meeting of the Homicide Research Working Group, edited by M.D. Smith and P.H. Blackman.
- Greenfield, Lawrence A., Michael R. Rand, Diane Craven, Patsy A. Klaus, Craig A. Perkins, Cheryl Ringel, Greg Warchol, Cathy Maston, and James Alan Fox. 1998. *Violence by Intimates: Analysis of Data on Crimes by Current or Former Spouses, Boyfriends, and Girlfriends*. Bureau of Justice Statistics Factbook (NCJ-167237). Washington, DC: U.S. Department of Justice. Pp. 1-16.
- Wright, Richard T. and Scott H. Decker. 1997. *Armed Robbers in Action: Stickups and Street Culture*. Boston: Northeastern University Press. Ch. 2, "Deciding to Commit an Armed Robbery."
- Fox, James Alan, Jack Levin and Kenna D. Quinet. (2007). *The Will to Kill: Making Sense of Senseless Murder (Third Edition)*. Boston, MA: Allyn and Bacon. Ch. 7, "Serial Killers."
- Felthous, Alan R. and Anthony Hempel. 1995. "Combined Homicide-suicides: A Review." *Journal of Forensic Sciences* 40:846-857.
- Sampson, Robert J. and William Julius Wilson. 1995. "Toward a Theory of Race, Crime, and Urban Inequality." Pp. 37-53 in *Crime and Inequality*, edited by J Hagan and R.D. Peterson. Stanford: Stanford University Press.
- Martinez Ramiro Jr. and Matthew T. Lee. 1998. "Immigration and the Ethnic Distribution of Homicide in Miami, 1985-1995." *Homicide Studies* 2 (3):291-304.
- Shihadeh, Edward and Graham Ousey. 1998. "Industrial Restructuring and Violence: The Link between Entry-level Jobs, Economic Deprivation, and Black and White Homicide." *Social Forces* 77(1):185-206.
- Maume, Michael O. and Matthew R. Lee. 2003. "Social Institutions and Violence: A Sub-national Test of Institutional Anomie Theory." *Criminology* 41(4):1137-1172.
- Haynie, Dana L. and Danielle C. Payne. 2006. "Race, Friendship Networks, and Violent Delinquency." *Criminology* 44:775-805.
- Miller, Jody. "Up it Up: Gender and the Accomplishment of Street Robbery." *Criminology* 36(1):37-66.
- Messerschmidt, James W. 1999. "Making Bodies Matter: Adolescent Masculinities, the Body, and Varieties of Violence." *Theoretical Criminology* 3(2):197-220.
- Luckenbill, David F. 1977. "Criminal Homicide as a Situated Transaction." *Social Problems* 25: 145-168.
- Jacobs, Bruce A. and Richard Wright. 1999. "Stick-up, Street Culture, and Offender Motivation." *Criminology* 37:149-173.
- Messner, Steven F., Robert D. Baller, and Matthew P. Zevenbergen. 2005. "The Legacy of Lynching and Southern Homicide." *American Sociological Review* 70:633-655.
- Nisbett, Richard E. 1993. "Violence and U.S. Regional Culture." *American Psychologist* 48(4):441-449.
- Hayes, Timothy C. and Matthew R. Lee. 2005. "The Southern Culture of Honor and Violent Attitudes." *Sociological Spectrum* 25:593-617.
- Huesmann, L. Rowell and Laramie D. Taylor. 2009. "Exposure to violence in the media leads to violent behavior." In *Media Violence: Opposing Viewpoints*. Detroit: Greenhaven Press.
- Jenkins, Henry. 2009. "The problem of media violence is exaggerated." In *Media Violence: Opposing Viewpoints*. Detroit: Greenhaven Press.

- Tita, George E., Jacqueline Cohen, and John Engberg. 2005. "An Ecological Study of the Location of Gang "Set Space"." *Social Problems* 52(2):272-299.
- Cummings, P. and T.D. Koepsell. 1998. "Does Owning a Firearm Increase or Decrease the Risk of Death?" *JAMA* 280(5):471-473.
- Kleck, Gary. 1998. "What are the Risks and Benefits of Keeping a Gun in the Home?" *JAMA* 280(5):473-475.
- Lizotte, Alan and David Sheppard. 2001. *Gun Use by Male Juveniles: Research and Prevention*. Juvenile Justice Bulletin. NCJ 188992. Washington, DC: OJJDP.
- Phillips, Scott and Michael O. Maume. 2007. "Have Gun Will Shoot? Weapon Instrumentality, Intent, and the Violent Escalation of Conflict." *Homicide Studies* 11(4):272-294.
- Parker, Robert Nash and Kathleen Auerhahn. 1998. "Alcohol, Drugs and Violence." *Annual Review of Sociology* 24:291-311.
- Pridemore, William A. 2002. "Vodka and Violence: Alcohol Consumption and Homicide Rates in Russia." *American Journal of Public Health* 92:1921-1930.
- Graham, K., P. West and W. Wells. 2000. "Evaluating Theories of Alcohol-related Aggression Using Observations of Young Adults in Bars." *Addiction* 95:847-863.
- Anderson, David C. 1998. "Curriculum, Culture and Community: The Challenge of School Violence." Pp. 317-363 in Michael Tonry and Mark H. Moore (eds.), *Youth Violence, Crime and Justice*, Vol. 24. Chicago: University of Chicago Press.
- Anderson et al. 2001. "School-associated Violent Deaths in the United States, 1994-1999." *JAMA* 286:2695-2702.
- Muschert, Glenn. 2007. "Research in School Shootings." *Sociology Compass* 1:60-80.
- Lanier, Christina and Michael O. Maume. 2009. "Intimate Partner Violence and Social Isolation across the Rural/Urban Divide." *Violence Against Women*, in press.
- Gauthier, DeAnn K., Nancy Chaudoir, and Craig J. Forsyth. 2003. "A Sociological Analysis of Maternal Infanticide in the United States, 1984-1996." *Deviant Behavior* 24:393-404.

Other Accommodations:

Any student with a disability requiring accommodations in this course is encouraged to contact me. Additionally, students will need to contact Disability Services in Westside Hall.

Also, the Writing Center is available to assist you with all of your writing needs at UNCW. Whether you need help planning a paper, revising a rough draft, or cleaning up a final draft, the Writing Center can help. Call 962-7857 or e-mail uls@uncw.edu to set up an appointment. Remember, it is always better to see a writing tutor well before your paper is due; the Writing Center recommends setting your appointment at least one week before the due date.