EDHD 430 - ADOLESCENT VIOLENCE

Course Description

This course examines the roots of violence among adolescents and the extent to which this constitutes a problem in various settings. Research studies on its origins, prevention, and intervention are studied as well as implications for social policy.

Texts & Readings


Seventeen articles at the Canvas web site for this course.

Grading:

The student’s grade will be based on their grades on the mid-term examination (in two parts) and a final examination (30% each), a research term paper (30%) and regular contribution to class discussion (10%). The class-work grade also will depend on unexcused absences being no greater than two classes during the semester, and grade on one online quiz on the articles read (October 17). Extra credit may be available for research participation or application paper.

1. Research term paper. Your Research Question will be due on September 19, Class 6. Your Research Term Paper Outlines will be due on September 26 Class 8. Students will be asked to do independent library research, consisting primarily of scholarly research articles, on some area chosen in cooperation with the instructor (worth 30%). The student will be asked to create a research question and then answer it in light of current research. Internet web-site citations or quotations may not be used; only peer reviewed journal articles and published books may be used. Further details about the research question and the nature of the outline will be discussed on or about the first and sixth classes. **The research term papers will be due November 14, Class 22, at class time, in hard copy.**

2. Mid-term Examination. The mid-term examination will be given in two parts; October 29 class 16 and October 31, class 17. The first part, on October 29, is a 100-item multiple
choice examination on the text and slides, and will focus on the nature, trends, and causes of violence among adolescents. A second examination, on **October 31**, a fifty item multiple choice examination, will be on the nine articles read to that point in time. Both parts are worth 30% of the grade.

3. **Final Examination.** Will be an in-class essay examination which will be distributed during the previous week.
4. There will be 2, 20 item quizzes given online. Your grade on these quizzes will contribute to your classwork grade.

**Academic Dishonesty:**

It is assumed that all students understand the consequences of academic dishonesty at the University of Maryland. If you do not, consult the undergraduate catalog or course registration booklet to become familiar with how cheating, fabrication, facilitation of academic dishonesty, and plagiarism are defined by the University. I will not hesitate to bring matters of academic dishonesty before the appropriate authorities.

**Students with Disabilities:**

If you are a student with a documented physical or learning disability from the Office of Disability Support Service on Campus, please contact me as soon as possible so that we can make arrangements for required accommodations.

**Religious Observance:**

It is the policy of the University that students not be penalized for religious observances. Students will be allowed, whenever possible, to make up academic assignments that are missed due to such observances. It is the student’s responsibility to contact the instructor at least one week before the absence, at which time arrangements will be made for make-up work or examinations.

**Assignments:**

Reading assignments are given for each class. Students should be prepared to discuss the articles or chapters on the dates assigned. Group work, individual work, or quizzes may be given on the days on which readings are assigned.

**Course Evaluations:**

As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.
Missed single class due to illness:
Once during a semester, a student’s self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.

Major scheduled grading events:
Major Scheduled Grading Events (MSGE) are indicated on the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student’s absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.

Non-consecutive, medically necessitated absences from multiple class sessions:
Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

Non-medical excused absences:
According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause and make every attempt to inform the instructor prior to the date of the missed class.

Class Schedule
Week 1:
Classes 1: September 3
Lecture:
Statement of the problem of violence in the USA and other countries
Recent news stories about violence by adolescents
Are we a violent society?
Research Term Papers: What is a research question?

Class 2: September 5: class cancelled
**Week 2:**
Classes 3 & 4: September 10 & 12

**Lecture:**
- Definitions of terms: aggression; violence
- Trends in violence over the last 30 years
- Demographics of violence (age/grade, gender, race)
- Methods of studying violence

**Video:** Research in Psychology (video games)

**Read: for September 10:** Marcus, Ch. 1. Prevalence of aggression and violence in adolescence

**for September 12:** Vitaro & Brengden (2006). Subtypes of Aggressive Behavior: A Developmental Perspective

**Week 3:**
Classes 5 & 6: September 17 & 19

**Lecture:**
- Developmental paths to aggression and violence; Loeber’s “pyramid”
- Research Term Paper Outlines
- Garbarino (1997), Making sense out of senseless youth violence. (audio)

**Due September 19: Research Question**

**Video:** “What Can Be Done About Violence” (Bill Moyers)

**Read: for September 17** Marcus, Ch. 2. Developmental pathways to violence

**for September 19:** Loeber & Stouthamer-Loeber. Development of juvenile aggression & violence

Farrington, Loeber, Berg. Young Men Who Kill

**Week 4:**
Classes 7 & 8: September 24 & 26

**Lecture:**
- Introduction to the concept of risk and protective factors
- The early development of normal and violent adolescents: emotional, cognitive, and behavioral differences
- The families of aggressive and antisocial children
- Farrington’s Cambridge Study

**Read: for September 24:** Frey et al. (2009). Adolescents in transition: School & Family characteristics in the development of violent behaviors...

**for September 26:** Lisak & Besztercsey (2007). The cycle of violence: The life histories of 43 death row inmates
**Week 5:**
Classes 9 & 10: October 1 & 3
Lecture:
Personality Risk Factors for Aggression and Violence
Sensation Seeking
Anger
Empathy
Video: Rage to Revenge
Read: for October 1: Marcus, Ch. 3. Personality risk factors for aggression and violence
Pardini(2011). Perceptions of social conflicts among incarcerated adolescents with callous-unemotional traits

** Due October 3: Research term paper outlines

**Week 6:**
Classes 11 & 12: October 8 & 10
Lecture:
Situational risk factors for aggression and violence
The “General Aggression Model”
Provocation
Frustration
Pain and Discomfort
Video: Psychopathy
Read: for October 8: Marcus, Ch. 4. Situational risk factors for aggression and violence
for October 10: Walton et al. (2009). Rates and correlates of violent behaviors among adolescents treated in an urban emergency department

**Week 7:**
Classes 13 & 14: October 15 & 17
Lecture:
Situational risk factors (continued)
Alcohol and drug use
Incentives
Aggressive cues
Video: Media Violence
Ruback, Shaffer, & Clark (2011) Easy access to firearms…
for October 17 Bushman & Anderson (2001) Media violence & the American public
Anderson, Bushman et al. (2010) Violent video game effects on aggression
Week 8:
Classes 15 & 16: October 22 & 24
Lecture:
Additional topics on risk factors:
Cognitive Factors
Aggression and violence in Adolescent Dating Relationships
Review and Quiz on articles
Read: For October 22: Marcus, Ch. 5. Aggression and violence in romantic Relationships

Week 9:
Classes 17 & 18: October 29 & 31

October 29: ***Part I: Mid-term examination*** (100 item multiple Choice, text, lecture, and slides)
October 31: ***Part II: Mid-term examination*** (50 item multiple Choice, on 9 articles read to this point in course)

Week 10:
Classes 19 & 20: November 5 & 7
Lecture:
Introduction to prevention
Prevention: Strategies, definitions, and key meta-analyses
Concepts of primary, secondary, and tertiary prevention
Primary Prevention in schools: “PATHS”
Video-Schoolhouse Killers- Mike Wallace, History Channel Special
Read: for November 5: Marcus, Ch. 6. Primary, secondary, and tertiary prevention...
for November 7: Marcus, Ch. 7. Closing comments

Week 11:
Classes 21 & 22: November 12 & 14
Lecture:
Secondary prevention
Family training approaches (Patterson et al.)
School Safety Planning
Identification/profiling potentially violent youth
VCR-APA/MTV Special
Prevention of violence in school settings
Video: Popularity and Bullying
Read: for November 12: Mulvey & Cauffman. The inherent limits of predicting school violence.
for November 14: Barbero et al. (2012). Effectiveness of antibullying school Programs: A systematic review
**Week 12:**
Classes 23 & 24: November 19 & 21

Lecture:
Secondary Prevention
Aggression Replacement Training

Read: for November 19: Hatcher et al. (2008). Aggression replacement training with adult male offenders

**Due November 19: Research Term Papers**

Video: Aggression Replacement Training


**Week 13:**
Class 25: November 26

Lecture:
Tertiary Prevention
Multi-systemic Therapy
Psychopharmacology


**Week 14:**
Classes 26 & 27: December 3 & 5

Lecture:
Counseling approaches with violent youth
Residential Facilities as tertiary prevention

Read: for December 3: DeGrace & Clarke (2012). Promising practices in the prevention of intimate partner violence among adolescents

**Week 15:**
Class 28: December 10 & 12

Open

**Final examination during finals week.**