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 APA(2013) Gun Policy document read at that point in the course. Extra credit may be available for research participation or application paper.

1. Research term paper. Your Research Question will be due on February 12, Class 6. Your Research Term Paper Outlines will be due on February 26, Class 9. 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 April 23, Class 23, at class time, in hard copy. This is a MSGE.**

2. Mid-term Examination. The mid-term examination will be given in two parts; part 1 given on line, at our elms site on March 31, and part 2 online at our elms site on April 2. The
first part, **online on March 31**, 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, **online on April 2**, is a fifty item multiple choice examination, and is based on the articles read to that point in time. Both parts, together, are worth 30% of the grade (i.e., the average of both parts 1 and 2). **These examinations are MSGE.**

3. **Final Examination.** Will be an in-class essay examination which will be distributed during the week before the final, and taken during finals week. **This is a MSGE.**

4. There will be 1, 20 item quiz given online. Your grade on this quiz 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 & 2: January 27 & 29
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?
Read: for January 29: Marcus, Ch. 1. Prevalence of aggression and violence in adolescence
Week 2:
Classes 3 & 4: February 3 & 5
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 February 5: Marcus, Ch. 2. Developmental pathways to violence

Week 3:
Classes 5 & 6: February 10 & 12
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 February 12: Research Question

Video: “What Can Be Done About Violence” (Bill Moyers)
for February 10: Loeber & Stouthamer-Loeber. Development of juvenile aggression & violence
for February 12: Farrington, Loeber, Berg. Young Men Who Kill

Week 4:
Classes 7: February 17 & 19
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 February 17: Frey et al. (2009). Adolescents in transition: School & Family characteristics in the development of violent behaviors…
**Week 5:**
Classes 8 & 9: February 24 & 26
Lecture:  
Personality Risk Factors for Aggression and Violence  
Sensation Seeking  
Anger  
Empathy  
Video: Rage to Revenge  
Read: **February 24**: Marcus, Ch. 3. Personality risk factors for aggression and violence  
**February 26**: Pardini(2011). Perceptions of social conflicts among incarcerated adolescents with callous-unemotional traits

**Due: February 26: Research term paper outlines**

**Week 6:**
Classes 10 & 11: March 3 & 5
Lecture:  
Situational risk factors for aggression and violence  
The “General Aggression Model”  
Provocation  
Frustration  
Pain and Discomfort  
Video: Psychopathy  
Read: **for March 3**: Marcus, Ch. 4. Situational risk factors for aggression and violence  
**for March 5**: Walton et al. (2009). Rates and correlates of violent behaviors among adolescents treated in an urban emergency department

**Week 7:**
Classes 12 & 13: March 10 & 12
Lecture:  
Situational risk factors (continued)  
Alcohol and drug use  
Incentives  
Aggressive cues  
Video: Media Violence  
Read: **for March 10**: Wilkinson et al. (2009). Peers and Gun Use Among Urban Adolescent Males  
Ruback, Shaffer, & Clark (2011) Easy access to firearms…  
**for March 12**: Bushman & Anderson (2001) Media violence & the American public  
Anderson, Bushman et al. (2010) Violent video game effects on aggression

**Week 8: March 14-21**
Spring Break
**Week 9:**
Classes 14 & 15: March 24 & 26
Lecture:
- Additional topics on risk factors:
- Cognitive Factors
- Aggression and violence in Adolescent Dating Relationships
- Review and Quiz on articles
**Read: For March 24:** Marcus, Ch. 5. Aggression and violence in romantic Relationships

**Week 10:**
Classes 16 & 17: March 31 & April 2: no classes held, 2 examinations instead.

Class 16, March 31 and Class 17, April 2 are cancelled.

**Online at our elms site March 31:** ***Part 1: Mid-term examination*** (100-item multiple-choice on text, lecture, and slides)

**Online April 2***Part 2: Mid-term examination*** (50 item multiple choice, on all articles read to this point in the course)

**Week 11:**
Classes 18 & 19: April 7 & 9
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 April 7:** Marcus, Ch. 6. Primary, secondary, and tertiary prevention…
** for April 9:** Marcus, Ch. 7. Closing comments

**Week 12:**
Classes 20 & 21: April 14 & 16
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: “The In-Crowd”
**Read: for April 14:** APA(2013) Gun violence: Prediction, Prevention, and Policy
** for April 16:** Barbero et al. (2012). Effectiveness of antibullying school Programs: A systematic review

**Online Quiz:** APA (2013) Gun violence
Week 13:
Classes 22 & 23: April 21 & 23
Lecture:
Secondary Prevention
Aggression Replacement Training
Training
Read: for April 21: Hatcher et al. (2008). Aggression replacement training with adult male offenders

** Due April 23: Research Term Papers

Video: Aggression Replacement Training

Week 14:
Class 24: April 28 & 30
Lecture:
Tertiary Prevention
Multi-systemic Therapy
Psychopharmacology

Week 15:
Classes 26 & 27: May 5 & 7
Lecture:
Counseling approaches with violent youth
Residential Facilities as tertiary prevention
Read: for May 5: DeGrace & Clarke (2012). Promising practices in the prevention of intimate partner violence among adolescents

Week 16:
Class 28 & 29: May 12
Open

** Final examination during finals week.