PS20201: Violence: Crimes without Boundaries,  
4 Credits  Spring, 2014

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Boston College Mission Statement

Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description

PS 20201  Violence: Crimes Without Boundaries

Violence, including terrorism, is increasing in frequency and severity in homes, worksites and communities. Offices, courts, schools, healthcare settings and public areas are no longer guarantors of safety. Course examines the nature and causes of violence; presents a range of risk management strategies to reduce the potential for violent acts; and reviews ways for dealing with psychological aftermath of aggressive acts.

Course Objectives

Each student will:
1. Learn to analyze and critically evaluate ideas, arguments and points of view.
   * To do this, you will be reading and critiquing the class texts assigned outside readings, and participating in class discussions
2. Learn how to find and use resources.
   * To do this, you will use 5 scholarly books and any articles of your choice for your research proposal.
3. Develop skills in expressing yourself in writing.
   * To do this, you will write a 5 page paper on some specific aspect of violence. The sixth page is where you list the references that were used in your paper. The course texts may not be used as references to this paper.
4. The student will demonstrate knowledge and competency, as appropriate for the course across cultural settings and will learn the impact of culture, gender, and age in violence as demonstrated by an awareness of cultural differences in types and causes of violent acts.

5. The student will demonstrate ethical knowledge and competency, as appropriate for the course, pertaining to violence as demonstrated by an awareness of differing legal and clinical resources for violent persons of different ages and states of mental health.

**Grading**

**Exams**

Exams will cover all assigned materials in the text, the contents of class notes, any extra readings the student may wish to include, and material from the weekly class discussions. Exams will also include the definitions of key concepts and the names of scholars who have made significant contributions to the study of violence. Definitions will include concepts from both assigned texts and class lectures. A sample of some (but not all) key concepts has been included below to help you get started with the course materials.

**Term Paper**

Each student is responsible for reading at least five books on some specific aspect of violence and for submitting a five (5) page paper on that topic. (The sixth page is to list the five references that were used.) The course texts may **not** be used.

The term paper is to be typed, double-spaced, in 12 CPI, with 1 inch margins on all 4 sides of each page. Proper spelling, punctuation, and grammar are expected and grades will be substantially lowered for poor composition. Pages are to be numbered. Papers that do not follow these requirements or that exceed five pages of text and one page of references will be substantially penalized by lower grades. Papers handed in late will be penalized one full grade for each week past the deadline. Hard copies only.

References are to be in American Psychological Association format. Some examples:


**General Expectations**

No student shall pass this course who has not completed all **four** course assignments. There are no exceptions to the deadlines, and I reserve the right to assign lower grades to assignments and exams which are handed in late. Term papers and out-of-class summary papers that are handed in late lose one full grade for each week that the paper is late.

Students are expected to attend class weekly and to actively participate in class discussion. **25% of the final grade is left to the instructor's discretion and is based on overall class performance.** No student shall receive an "A" grade for this course who has not been an active class participant as judged by the instructor.
The overall class performance grade includes expected class participation and the 4th hour extra credit paper. However, it also includes the professor’s assessment of the student’s overall performance, level of motivation, the quality of comments contributed in class, what knowledge the student has mastered and weekly on-time class attendance. While speaking in class is expected, it does not mean that speaking in class constitutes full credit for the overall class performance grade.

Attendance is taken as class begins. “Late” is defined as not being in your seat when attendance is being taken. Students who are late must alert the professor at the end of class or that student will be marked absent. Lateness lowers overall class performance grades. Any student who misses four classes for any reason (excused/not excused) will be asked to withdraw. The student will receive a failing grade if the student does not withdraw.

Students are expected to have a class "buddy" whom the students will contact for course information and class assignments in the event of absence from, or lateness to, class.

As a courtesy to our colleagues, beepers, cell phones, and other electronic devices are to be placed in vibration mode or turned off during class. **Laptops are not permitted in class**

*WCAS Grading System*

The undergraduate grading system consists of twelve categories: A (4.00), A- (3.67), excellent; B+ (3.33), B (3.00), B- (2.67), good; C+ (2.33), C (2.00), C- (1.67), satisfactory; D+ (1.33), D (1.00), D- (.67), passing but unsatisfactory; F (.00), failure; I (.00), incomplete; F (.00), course dropped without notifying office; W (.00), official withdrawal from course. The graduate grading system is A (4.00), A- (3.67), Excellent; B+ (3.33), B (3.00), good; B- (2.67), C (2.00), passing but not for degree credit; F (.00), failure.

Grade Reports. All students are required to log into the web through Agora to access their semester grades. Students must utilize their BC username and password to log on. If your username or password is not known, the Student Learning and Support Center in the O’Neill Library Computer Center will issue a new one. The SLSC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

**Text(s)/Readings (Required)**

**Required Readings:**


Flannery, R. B., Jr. *PowerPoint Course Outline*. (Distributed by email.)

**Suggested Reading:**


**Text(s)/Readings (Recommended)**

**Suggested Readings:**

Violence and its prevention are a fascinating area of inquiry. The following books and articles are recommended for students who wish to examine more thoroughly the issues raised in each weekly lecture. While not required reading, the material in these books and articles would be helpful in answering class and exam questions in greater depth.

**Selected Readings**

I. **Violence in America: An Overview**


II. The Cultural Context of Violence


### III. The Root Causes of Violence


IV. Violence in the Community


V. Violence in the Workplace


VI. Violence at Home


VII.  Mid-Term Exam

VIII. The Impact of Violence on the Victim


IX. **Risk Management Strategies for Communities**


X. Risk Management Strategies for Worksites


XI. Risk Management Strategies for Home


XII. Preventing Youth Violence


XIII. Victim Counseling/The Problem of Evil


XIV. Final Exam

III. Important Policies
http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html

Written Work
Graduate and undergraduate students are expected to prepare professional, polished written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using APA, MLA, CLA format per instructors' decision. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html].

Scholarship and Academic Integrity
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.

Request for Accommodations
If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or AHD) or Dean Paulette Durrett, (paulette.durrett@bc.edu), Assistant Dean for students with disabilities, (all other disabilities). Advance notice and appropriate documentation are required for accommodations. For further information, you can locate the disability resources on the web at http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html.

Attendance
Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate’s notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the
discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review course syllabi as soon as they are distributed and to consult the faculty member promptly regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.

Deadlines
Assignments are due at the beginning of the class period on the specified dates. Late assignments will be graded accordingly. Term papers and out-of-class papers that are handed in late will be penalized one full grade for each week past the deadlines.

Course Assignments (readings, exercises and/or experiences)

Course Outline:
PS 20201 Violence: Crimes without Boundaries Spring 2014

The General Nature of Violence

I. Violence in America: An Overview
II. The Cultural Context of Violence
III. The Root Causes of Violence
IV. Violence in the Community
V. Violence in the Workplace
VI. Violence At Home
VII. Mid-Term Examination

Risk Management Strategies for Reducing the Risk of Violence

VIII. The Impact of Violence on the Victim
IX. Risk Management Strategies for Communities
X. Risk Management Strategies for Worksites
XI. Risk Management Strategies for Home
XII. Preventing Youth Violence
XIII. Victim Debriefing/ The Problem of Evil
XIV. Final Examination

Violence and Public Policy: Weekly Discussion Topics

There are several major debates occurring in our country about how best to reduce the rising incidence of crime. Each week we shall begin the class with our own debate on one of these issues of current public policy that address violence directly or indirectly. Each student is expected to think about the topic before class each week, and to gather information through reading or discussions with others so that our class discussions will be well informed.

I. Monies for Crime Prevention vs. More Prisons
II. Gun Control vs. Free Access of Weapons
III. Drug Enforcement vs. Legalization of Drugs
IV. Capital Punishment vs. Life Imprisonment
V. Monies for Victim Assistance vs. Prosecutorial Services
VI. Community Policing vs. Mobil Strike Force Policing
VII. Exam
VIII. War as an Instrument of Public Policy
IX. Monies for Public Education vs. Vouchers for Private Schools
X. Terrorism as a voice for Public Policy
XI. Censorship in the Media vs. Free Speech
XII. Rehabilitation of Prisoners vs. Confinement Only
XIII. Traditional Values vs. Secular Values
FBI Uniform Crime Report: Types of Offenses:

*Type I Offenses:*
- Criminal Homicide
- Forcible Rape
- Robbery
- Aggravated Assault
- Burglary
- Larceny
- Auto Theft
- Arson

*Type II Offenses:*
- Other Assaults
- Forgery and Counterfeiting
- Fraud
- Embezzlement
- Stolen Property (buying, receiving, possession)
- Vandalism
- Weapons (carrying, possessing)
- Prostitution and Commercialized Vice
- Sex Offenses (other)
- Narcotic Drug Violation
- Gambling
- Offenses against Family and Children
- Driving under the Influence
- Liquor Law Violations
- Drunkenness
- Vagrancy
- All Other Types of Offenses


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<thead>
<tr>
<th>Course Requirements</th>
<th>Percentage</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Mid-Term Exam</td>
<td>25%</td>
<td>February 27, 2014</td>
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<tr>
<td>Term Paper</td>
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<tr>
<td>Final Examination</td>
<td>25%</td>
<td>May 8, 2014</td>
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<td>Overall Class Performance/考核成绩</td>
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<td>Weekly Entire Semester/</td>
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<tr>
<td>Self-Improvement Report</td>
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<td>April 10, 2014</td>
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Some Examples of Key Concepts:

**Part I**
- Post-Industrial State: Bell
- Protestant Work Ethic: diGrazia
- Durkheim: Levinson
- Limbic System: Psychological Contract
Ethology       Kempe
Intermittent Explosive Disorder    McClelland
Disgruntled Employee    Bowlby
Pathological Intoxication    Behavioral Emergency
Intrusive Symptoms    Scene Surveillance
Old Brain Stem    Widom
Cortisol    Hippocampus
Gelinas    Dendrite
Suicide
Amygdala
Man-Made disasters
Conduct Disorder
Narcissism
No Duty to Retreat
Intergenerational Transfer of Violence

Part II
Serious Mental Illness    Stress-Resistant Persons
Neuroleptic Malignant Syndrome    Threat Team
Role Ambiguity    ASAP
Opioids    Wedding Cake Model
Scavenger Gangs    Friedman
Territorial Gangs    Serious Warning Signs
Urgent Warning Signs    Auxiliary Gang
Endorphins    Verbal De-Escalation
Verny
Élan Vital
OLS    Milgram
Controlled Access    Dollard
Ongoing Surveillance    Community Policing
Rationals    Dopamine
Contentment    Generativity
**Out-of-Course Assignment:**
This is a four credit course that meets for 2 hours and 30 minutes of formal class time. In addition, the course will include the out-of-class assignment noted below.

Substance abuse is involved in 80% of all violent acts, including those of violent adults and youths. Each student will attend 1 Alcoholics Anonymous meetings, 1 Narcotics Anonymous meetings, 1 Al-Anon meetings, and 1 Adult Children of Alcoholics meetings to learn about the impact of substance abuse on human functioning and its many relationships to violence. Students are to attend ONLY OPEN meetings. These are meetings open to the general public. Closed meetings are not open to the general public. Students may contact each of the four agencies above in the White Pages for a list of OPEN meetings near where they live. Meetings typically run 1 ½ hours and coffee is usually served. The format includes 2-3 speakers who recount what substance abuse has done to their lives. This is then followed by an informal discussion with questions and answers. There is no charge to attend these open meetings.

Written Assignment: Each student will submit a four-page, 12 CPI, double-spaced summary of what has been learned. Each paper will have the following four sections with the length of Sections II, III, and IV determined by the student.

**Section I:** List the four meetings that were attended, include the type of meeting, place of meeting, day and time of meeting. An example: AA Meeting, St. Joseph’s Church, Wakefield, Tues, Nov. 3, 2013, 7 PM

**Section II:** Discuss the impact of substance abuse on the substance abuser.

**Section III:** Discuss the impact of substance abuse by the substance abuser on the lives of other (e.g., family, work, community).

**Section IV:** Discuss how substance abuse may be related to violence (e.g., murder in drug deals, domestic violence, date-rape).

This assignment is due Thursday, April 10, 2014. This assignment and the term paper assignment will be discussed in class toward the end of the semester.

It is expected that 8 hours of your study time will be spent on class and out-of-class assignments and exercises. Please note that some weeks will require more time and some weeks less time but the average is approximately 8 hours per week over the semester.

**Note Bene:** All of these course requirements may be changed at any time by the professor as class needs indicate. Any changes will be announced at the beginning of class lectures. If you miss class or are late, it is your responsibility to obtain the information, if any, from your buddy.