Terrorism, Violence, & Aggression Syllabus

*Tell me and I forget; teach me and I remember; involve me and I learn—*Benjamin Franklin

**DR. MARCIE GOODMAN S*O*CIOLOGY 3569**

###### Phone: (801) 581-3712 Fall 2014 (Sec 010)

**Office: 310 BehS 6:00—8:30 pm**

Consultations: Before and after class Thursday (BehS 102)

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# COURSE CONTENT

As citizens of an increasingly complex and often terrifying world, we live with daily threats of terrorism, violence, and aggression to greater or lesser degrees. Students of sociology and criminology have long been concerned with these uneasy topics, and continue to pursue some understanding of perpetrators, conditions, societal structures, and political regimes that may encourage such hostility toward one’s fellowman. *SOC 3965* will explore various aspects of these subjects as they relate primarily to contemporary life and society.

# COURSE OBJECTIVES

Each student, upon completion of this course, should be able to recognize, define, and understand core issues of *Terrorism, Violence, & Aggression*. Students will gain a working knowledge of the key elements of the content identified as critical to this field of learning. Students will be able to describe and discuss the various forms of terrorism as well as basic history and theories pertaining to terroristic threats. Students will also be capable of a microanalysis of violence, including the ability to deconstruct the motivations and actions of serial killers, school shooters, domestic terrorists, and other radical offenders. Lastly, students will appreciate the cultural and structural aspects of violence and aggression within a societal setting.

##### TEACHING AND LEARNING METHODS

The format of the course will include lecture, student participation and class discussions concerning the core texts, along with student book reports on related topics.

**EVALUATION METHODS AND GRADING CRITERIA**

Most upper-level, undergraduate courses in the social sciences require students to demonstrate mastery of material through successful completion of reading, assignments, AND participation. For *SOC 3569,* two *book analyses* will contribute **40% each** to the course grade. The remaining **20%** of the course grade will reflect class participation (notations are made of level of responses during discussions). The purpose of this type of system is to assure maximum results through an ongoing effort by students to stay abreast of course materials, particularly the assigned readings. Success will be greatly impacted by familiarity with information *before each class period,* with students coming prepared to participate in class discussions (more about all of the assignments in the syllabus).

**A** An *excellent* work in all or nearly all aspects of the assignment. The student exemplifies originality of ideas, superior depth of thought, and extensive grasp of topics as well as technical superiority.

**B** A competent work with a lapse here or there. Ideas are clear and properly expressed; the writing is technically solid. The assignment is effective in meeting all criteria but does not rise to sustained distinction.

**C** An adequate work, but not good. Student ideas tend to be oversimplified, reductionistic, and lack sufficient explanation or exploration. Problems may also exist with grammar, logic, or ability to express thoughts in a manner reflective of a junior level class.

### D A minimal effort by the student—the work is marred by problems with almost all aspects of the assignment. This is not considered a competent performance.

### E A failing mark, generally reserved for assignments which are not submitted or miss the target on virtually every criteria of the project.

**+/-** Plus or minus may be given in addition to each of the grade levels when deemed appropriate by the

professor.

# REQUIRED TEXTS

Rubin, Michael. 2014. *Dancing with the Devil: The Perils of Engaging Rogue Regimes*. Encounter. (978-1594037238);

Fox, James Alan & Jack Levin (2014). *Extreme Killing: Understanding Serial Killing and Mass Murder.* Sage.

(978-1483350721).

**AMERICANS WITH DISABILITIES ACT (ADA)**

## The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities.  If you need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, 581-5020 (V/TDD).  CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services. Please discuss any concerns with the professor as soon as possible. ([www.hr.utah.edu/oeo/aca/guide/faculty/](http://www.hr.utah.edu/oeo/aca/guide/faculty/)).

## **PARTICIPATION**

Research indicates that students who attend class on a regular basis earn higher marks than those who do not. SOC 3569 has been purposely designed to reward those who attend, having read the assigned chapters *in advance,* prepared to discuss the material. Class size notwithstanding, each student will be able to discuss important aspects of the texts under consideration on a regular basis. One of several marks (**+, √, or 0/N**)will be noted on the student’s card for each time they are called to comment in class. Participation contributes **10%** to the overall course grade, and represents a very critical part of the student’s effort. Participation marks will be available for student’s perusal upon request before or after class, or by appointment. **20%** of the course grade is from participation.

# BOOK ANALYSIS

For SOC 3965, two *book analyses* (one on each of the core texts)contribute **40%** each of the course grade. The book report is a serious and important part of the overall class effort, meant to evidence to the instructor the student's working knowledge of topics presented, and will be discussed in depth as the term progresses. Sample papers will be provided to help students succeed in this assignment.

1. **2500 words minimum** (double spaced);
2. 250 word *abstract* (single space—right and left justified margins);
3. introductory paragraph with overview of entire paper, body, conclusion;
4. an analysis/evaluation of the volume (may be written in first-person and should include student opinions);
5. 10 point academic font, double-spaced, one-inch margins;
6. Please note number of total words at end of paper.

***CLASS CALENDAR***

**28 Aug** Course introduction: presentation of syllabus

**4 Sept** Pariahs to partners;

From Machiavelli to Muammar;

Great Satan vs. mad mullahs

**Rubin—Introduction & Chpts 1 & 2**

**11 Sept** Team America and the hermit kingdom;

Lying down with Lybians

**Rubin--Chpts 3 & 4**

**18 Sept** Tea with the Taliban;

Double dealing in the land of the pure

**Rubin—Chpts 5 & 6**

**25 Sept** Sitting with Saddam;

Hijackers into peacemakers  
 **Rubin--Chpts 7 & 8**

**2 Oct** Is it time to talk to terrorists?;

Playing poker with pariahs  
 **Rubin--Chpts 9 & 10**

**9 Oct** Corruption intelligence or corrupted intelligence?;

Blessed are the peacemakers;

Is talking the shortest path to war?

**Rubin—Chpts 11 & 12**

**13—17 Oct FALL BREAK—NO CLASSES!!**

**23 Oct** America’s fascination with multiple murder;

Defining multiple murder;

An anatomy of serial murder

**Fox—Chpts 1, 2 & 3**

**30 Oct** With deliberation and purpose;-----------------------------------**BOOK ANALYSIS 1 DUE!**

Murder without guilt;

Partners in murder

**Fox—Chpts 4, 5 & 6**

**6 Nov** Killing for company;

Fantasyland;  
The making of a serial killer

**Fox—Chpts 7, 8, & 9**

**13 Nov** Nonsexual control;

Killing cults;

So many victims

**Fox—Chpts 10, 11 & 12**

**20 Nov** For love, money, or revenge;

Family annihilation;

Firing back

**Fox—Chpts 13, 14 & 15**

**27/28 Nov THANKSGIVING HOLIDAY—NO CLASSES!!**

**4 Dec** Schooled in mass murder;

Fighting city hall;

Hate motivated mass murder

**Fox—Chpts 16, 17 & 18**

**11 Dec** Going berserk;----------------------------------**BOOK ANALYSIS 2 DUE!**

Weapons of mass (murder) destruction;

Remembering the victims

**Fox—Chpts 19, 20, & 21**