

Terrorism, Violence, & Aggression

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



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SOCIOLOGY 3569

Spring 2014

(Sec 10)

Online

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*, three *book analyses* will contribute **30% each** to the course grade. The remaining **10%** of the course grade will reflect participation by reporting on five relevant items in the news (2% each). The purpose of this type of system is to assure maximum results through an ongoing effort by students to stay abreast of course materials and information. Grading will be as follows:

- 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

White, Jonathan R. 2014. *Terrorism and Homeland Security*. Cengage/Wadsworth. ISBN: 13-978-1-285-06196-2 (available in bookstore and from online sellers—**other two texts are ONLY available from online sellers**).

Two additional texts will be chosen from the lists articulated in the *Book Analyses* section (online sellers only).

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/).

PARTICIPATION/IN THE NEWS

During the Spring 2014 semester students will be expected to stay abreast of current events that reflect course material. **Five news reports** (each worth **2%** of the course grade, or a total of **10%**) will be generated demonstrating the student's commitment to keeping informed about the news, as follows:

1. Any current event which reflects, terrorism, violence, or aggression (especially terrorism, mass murder, serial killing, or school shootings should be of interest);
2. Events may be local, statewide, national or international in nature;
3. Event should be important enough to be meaningful to the general public;
4. Content will reflect importance of the event from a course subject perspective—in other words, why students of 3569 should be interested in this particular occurrence).
5. Reports will be 200 to 300 words in length, double spaced, with 10 point font;
6. *News reports* may be submitted at any time during the semester, but **no more than one report per week**.

BOOK ANALYSES

For SOC 3965, **three book analyses** (one on the core text and two more from the lists below) contribute **30%** 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. A **sample** report may be found in **files** section of *Canvas*.

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. the **4 higher levels of Bloom's Taxonomy** will be emphasized (see below);
6. no outside sources other than current events may be referenced (these are NOT research papers);
7. 10 point academic font, double-spaced, one-inch margins;
8. Please note number of total words (without abstract) at end of paper;
9. **Book Analyses may be submitted at any time during the semester, but no more than one per week.**

BLOOM'S TAXONOMY

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels:

1. **Knowledge:** arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state.
2. **Comprehension:** classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate.

Four highest levels (to be emphasized in Book Analyses)

3. **Application:** apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.
4. **Analysis:** analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
5. **Synthesis:** arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.
6. **Evaluation:** appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.

Book Choice Lists (choose **one** book from each list)

GROUP A

The Killer Book of Serial Killers: Incredible Stories, Facts and Trivia from the World of Serial Killers by Tom Philbin
Paperback: 352 pages **Publisher:** Sourcebooks, Inc. (January 1, 2009) **ISBN-13:** 978-1402213854

Female Serial Killers: How and Why Women Become Monsters by Peter Vronsky **Paperback:** 496 pages
Publisher: Berkley Trade; 1st Edition edition (August 7, 2007) **ISBN-13:** 978-0425213902

Dark Dreams: A Legendary FBI Profiler Examines Homicide and the Criminal Mind by Roy Hazelwood
Paperback: 288 pages **Publisher:** St. Martin's True Crime; Reprint (October 13, 2002) **ISBN-13:** 978-0312980115

I Wear the Black Hat: Grappling with Villains (Real and Imagined) by Chuck Klosterman **Hardcover:** 224 pages
Publisher: Scribner; First Edition edition (July 9, 2013) **ISBN-13:** 978-1439184493

The Cases That Haunt Us by John E. Douglas **Paperback:** 512 pages
Publisher: Pocket Books; Reprint edition (December 1, 2001) **ISBN-13:** 978-0671017064

The Sociopath Next Door by Martha Stout **Paperback:** 256 pages
Publisher: Harmony (March 14, 2006) **ISBN-13:** 978-0767915823

GROUP B

Columbine by Dave Cullen **Paperback:** 464 pages
Publisher: Twelve; 1st Paperback Edition (March 3, 2010) **ISBN-13:** 978-0446546928

Ceremonial Violence: Understanding Columbine and Other School Rampage Shootings by Johnathan Fast
Paperback: 336 pages **Publisher:** Overlook TP (August 25, 2009) **ISBN-10:** 1590202538 **ASIN:** B005SNLX2I

Rampage: The Social Roots of School Shootings by Katherine S. Newman, C. Fox, W. Roth, J. Mehta, & D. Harding
Paperback: 424 pages **Publisher:** Basic Books (May 4, 2005); **ISBN-13:** 978-0465051045

The Bully Society: School Shootings and the Crisis of Bullying in America's Schools by Jessie Klein
Hardcover: 318 pages **Publisher:** NYU Press; 1st edition (March 6, 2012) **ISBN-13:** 978-0814748886

The Anatomy of Evil by Michael H. Stone **Hardcover:** 430 pages
Publisher: Prometheus Books; 3rd edition (July 28, 2009) **ISBN-13:** 978-1591027263

Violence: Reflections on a National Epidemic by James Gilligan **Paperback:** 320 pages
Publisher: Vintage; 1 edition (April 29, 1997) **ISBN-13:** 978-0679779124

NOTE—students should be very careful to submit *Book Analyses* and *News Reports* throughout the semester. Please remember that no more than one *Analysis* or *Report* may be completed during any one weekly period. Therefore, students should NOT procrastinate, waiting until the end of the semester to submit assignments, as the work will NOT be accepted in this format.