

**UNIVERSITY OF GUELPH**  
 COLLEGE OF SOCIAL AND APPLIED HUMAN  
 SCIENCES DEPARTMENT OF SOCIOLOGY AND  
 ANTHROPOLOGY

*UNDERGRADUATE COURSE*  
*SYLLABUS*

**Course: SOC 4010 (02) VIOLENCE & SOCIETY**

**Term:** Winter 2018 Tuesday 11:30-2:20 MCKN 309

**Professor:** Dr. Mavis Morton  
 Office: 633 MacKinnon Bldg.  
 Tel: (519) 824-4120 x 52576  
 Email: [mavis.morton@uoguelph.ca](mailto:mavis.morton@uoguelph.ca)

Course consultation hours: **Tuesday 3:00-4:00 p.m. by appointment please.**

**Brief Substantive Course Description:**

This course will focus on violence in our society by critically examining theory, research public policy, action and representation related to the causes and control of violence. While focusing primarily on scholarship within the discipline of sociology, we will also examine other disciplines and interdisciplinary contributions to understanding violence & society. We will investigate different forms, sites and spaces of violence but spend most our time reading about and discussing criminal violence. We will use our sociological imaginations to critically reflect on how violence is **defined** and **conceptualized** and discuss the implications for research, social and criminal justice policy and action. We will examine who perpetrates violence, who is victimized by violence and how violence is represented using an intersectional analysis (i.e. gender, race, class, age, sexual orientation, ability etc). We will participate in a community engaged learning project related to interpersonal violence.

**Table of Contents for Course Outline**

A. Course Overview	Page 2
1. Course Learning Outcomes	
B. Assessment At A Glance	Page 3
1. Assessment Details	
i) Submitting Assignments	Page 4
ii) Late Assignment Policy	Page 4
iii) Participation & Engagement	Page 4
iv) Critical Sociological Media Analysis of Violence	Page 5
v) Critical Reflection	Page 5
vi) Community-Engaged Learning Project	Page 6

C. Organization of course	Page 7
D. Required Reading	Page 7
1. Weekly Content & Readings At a Glance	Page 8
2. Weekly Topics & Readings	Page 9
E. University Policy and Procedures	Page 12

## A. Course Overview:

The purpose of this course is to examine definitions of violence as well as theory, research, policy, representation (i.e. media & popular culture) and action on violence in society. This course will also provide opportunities to practice and hone academic as well as other personal, social and intellectual skills. We will partner with Wellington Guelph Victim Services on a community engaged learning project on safety plans to enhance our community engagement, communication and collaboration skills and our ability to connect theory, research, policy and action. This course is also participating in scholarship of teaching and learning (SOTL) research on community engaged learning.

## Course Learning Outcomes:

### Theoretical Learning Outcomes: (K,S)

- a. Identify theories used to define, conceptualize and explain violence in society.

### Research and Methodological Learning Outcomes (K,S)

- b. Demonstrate disciplinary competence in searching for, reviewing, synthesizing, analyzing and citing academic and grey literature.
- c. Apply the principles and processes of community-engaged scholarship.

### Creative Thinking & Understanding Learning Outcomes (K,S)

- d. Critically & sociologically reflect on the ways in which context and intersecting variables of gender, race, class, age, ability, and sexual orientation impact victims and perpetrators of violence.

### Communication Learning Outcomes (S,V)

- e. Communicate orally and in writing a sociological imagination using ideas/connections/extensions framework (ICE)
- f. Mobilize scholarly knowledge effectively using oral, written & visual tools/strategies to address curricular & community partner expectations.

### Ethical Academic & Civic Engagement (S,V)

- g. Value the principles and processes of community engaged scholarship via the community-engaged learning project.
- h. Demonstrate professional practice in individual and group contexts.
- i. Manage individual and collaborative teaching and learning experiences in changing circumstances.

## B. Assessment At A Glance

The final grade for the course will be based on the following:

Assessment Type	%	Due Date
<b>i) Participation/Engagement</b> (weekly reading & ability to identify ICE: ideas, connections and extensions, +ve engagement, in-class discussion, written and oral & activities) & SOTL research	<b>25%</b> 15% Ind 1% pre-survey 2% post survey	Weekly (approx. 1% a week)
<b>ii) Written assignments (Weekly Readings)</b>	10% Ind	Weekly before or in class
<b>iii) Critical Sociological Media Analysis of Violence</b> (3-4 participants per group) Critically examine a relevant media source/event related to the topic of the week you choose. Demonstrate your sociological imagination & ICE ability using media literature findings AND relevant course material/academic literature (all provided to you by Professor Morton) in your written and oral analysis.	<b>20%</b> 10% Ind content	Individual written analysis ( <b>only</b> 5 db pgs)
Present your media analysis in class (within 20 minutes) with intentional teaching and learning activities to increase class participation, engagement & learning.	10% Ind	Weekly starting Week 4
<b>iv) Critical Reflection</b> Critically reflect on knowledge, skills and values related to sociological understanding of violence, LOs and CEL between 1 <sup>st</sup> and last class.	<b>5%</b>	First week & last week
<b>v) CEL Project (3-5 participants per group)</b> CLT Work/Teamwork (based on self & peer assessment)	<b>50%</b> 10% Ind	April 6 <sup>th</sup>
CLT Weekly task and timeline submission	5% pass/fail	Weekly
Literature search protocol & bibliography (SOC)	10% Ind	January 30 <sup>th</sup>
Literature review abstraction tool & theme analysis	10% Ind	March 6 <sup>th</sup>
Safety Assessment Checklist/Scorecard KMb Product	10% CLT	March 14 <sup>th</sup>
CLT oral presentation of CEL process, findings, opportunities, challenges & learning outcomes 15 min	5% Ind	April 2 <sup>nd</sup>
<b>TOTAL</b>	<b>100%</b>	

The assignment of grades at the University of Guelph is consistent with the following criteria as outlined in the Undergraduate Calendar:

**80 - 100 (A) Excellent.** An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.

**70 - 79 (B) Good.** A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the appropriate literature and techniques.

**60 - 69 (C) Acceptable.** An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques.

**50 - 59 (D) Minimally Acceptable.** A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the appropriate literature and techniques.

**0 - 49 (F) Fail.** An inadequate performance.

## 1. Assessment Details

### i) Submitting Assignments:

Keep reliable back-up copies of all assignments and **ALWAYS** submit to the drop-box in D2L.

### ii) Late Assignment Policy

Assignments are due on the dates listed on the first page of this document. If you need an extension make sure to talk to me **BEFORE** the due date and get my agreement so as not to incur penalty. Without permission to have an extension, late assignments will be graded out of 100% but the grade will be reduced by 1% for every day it is late (7% per week). For instance, if an assignment is received 10 days late and would have received a grade of 80% (A) its recorded grade will be 70% (B).

### iii) Participation & Engagement 25% weekly

As a seminar, the format of the course depends on a high level of student participation and active engagement. Your participation grade will be based on your preparedness, attitude, and ability to articulate ideas, connections, extensions (ICE) of the material in discussions, activities, and writing. Prior to, during, and following class times, students will be involved in various learning activities, sometimes independently, sometimes in small and/or large groups. Students are expected to attend every class, read all

assigned materials prior to class with the view of using them as required, and participate actively and thoughtfully in all course activities.

*Participation & Engagement* (15%) will be assessed weekly based on active engagement and your ability to articulate relevant ideas/connections/extensions. Collectively, the class will work towards creating an atmosphere in which everyone feels confident participating. This starts with learning each other's names. This includes a 3% grade for completing a pre and post survey about CEL for a research project Prof Morton and colleagues are doing. If you choose not to participate you can complete an alternative assignment as a way to access 3% of the grade.

*Written contributions* (10%) will involve students individually posting to D2L or handing in a written submission in class based on course material and specifically the weekly readings. You should be prepared to identify/evaluate and communicate:

- Argument/purpose/research questions related to chapter/article,
- Relevant concepts
- Theoretical perspective of author(s)
- Methodology/methods used in paper/research
- Findings/results and conclusion
- Tensions/debates, relevance to other research (i.e. consistent or at odds with)

#### **iv) Critical Sociological Media Analysis of Violence 20% Presentations starting on January 30th (week 4)**

In collaboration with 3-5 other students, your group is responsible for presenting one of the substantive topics by using:

- a) ALL course readings/material for your weekly topic,
- b) Assigned **media literature articles (identified in red)** & lecture material from week 3
- c) a relevant media/popular culture representation example (which your group chooses but gets approval for from Prof Morton at least 2 weeks prior to your presentation) related to the topic for that week.

Using your critical sociological imagination, critical media literacy skills and ICE framework answer with evidence, the following 4 questions:

- 1) Does the media source accurately represent violence according to what we know about violence from the substantive literature?
- 2) Does the media source represent violence in a way that supports common findings from media literature on violence/crime?
- 3) What media tools/strategies does the media source use to represent violence?
- 4) So what/Who cares? What are the implications/consequences of the way the media source represents violence?

#### **v) Critical Reflection 5% (week 1 and 12)**

At the beginning of the term and at the end you will critically reflect on your knowledge, skills and values related to your sociological understanding of violence, specific course learning outcomes and your knowledge and LOs and skills and challenges related to your CLT and CEL project.

### **vi) Community-Engaged Learning Project 50% DUE weekly & April 2nd**

Victim Services Wellington (VSW) is partnering with our class to work on a research project about safety plans for interpersonal violence. Small student community learning teams (CLTs) will work together on this project for and with VSW for course credit. At the end of the term our community partner (Liz Kent, Victim Services) will return to the classroom to hear CLT presentations and participate in a discussion. Our class will provide the community partner with a KMb product that address their needs.

#### **CEL/CLT Process 15%:**

1) Your CLT is responsible for thinking about how you will work together and who will be the contact person between your CLT and Professor Morton. Your GROUP is also responsible for weekly accomplishment submissions (5%).

2) CLT peer/self-assessment & reflection. Individual and confidential self- and peer assessment will determine the CLT grade (10%).

Criteria for assessing self and peer CLTs:

- Reliability: Attends meetings; is punctual; comes prepared; stays focused on tasks; produces quality work on time.
- Collegiality: Contributes to a positive group dynamic; helps solve problems when they arise; shows a willingness and flexibility when arranging meetings.
- Leadership: Plans and organizes tasks; ensures meetings run smoothly and on time; keeps notes, leads or helps to lead project.
- Intellectual Contributions: generates ideas, content, analysis; produces quality work.
- Fairness: Contributes equitably; does his/her fair share of the work.

#### **CEL Products/Deliverables:**

##### **1) Individual Literature Search Protocol & Bibliography 10% January 30th**

Submit an individual academic & grey literature search protocol (protocol available on Courselink)

##### **2) Literature review abstraction tool & theme analysis 10% March 6<sup>th</sup> and March 27<sup>th</sup>**

Based on the literature you find, you will submit a completed abstraction tool & written analysis of prevalent findings.

##### **3) Safety Assessment Checklist/Scorecard KMb Product 10% (group) April 2nd**

Based on all groups' literature review themes, the class will create ONE Safety Assessment KMb product that Victim Services can use to assess & revise their safety planning tools.

#### 4) CLT Oral presentation of CEL process, findings, KMb product, challenges/ opportunities (including Learning Outcomes) 5% April 2nd

All CLTs will **present their CEL work** (process and products) on the last day of class (April 2nd) in front of classmates and our community partner. Presentations (examples available on Courselink) will be *no longer than 15 minutes* and will provide the following:

- a. Introduction of group members
- b. Overview of CEL & CLT process
- c. Highlight a few important lit review themes & how/why we decided to create the KMb tool
- d. Identify a few relevant LOs
- e. Thank you to community partner

### C. Organization of the Course

Using a seminar format primarily, a portion of most classes will include teaching and learning strategies in which members of the seminar work individually and together, present and lead discussions and exchange ideas/concerns. The use of print materials (e.g newspaper and magazine articles, journal articles, books), multimedia (i.e. films, videos, music, PowerPoint etc.), guests, will supplement discussions.

### D. Required Reading

Required readings will be identified in the syllabus and made available on **ARES** through the library. If for some reason a course reading is not available via ARES – you are expected to access it yourself via the U of G library.

## 1. Weekly Content & Readings At A Glance

### SOC 4010 (02) VIOLENCE & SOCIETY WINTER 2018

Date	Seminar	Topics	Required Readings
Tuesday 9 January	Week 1	Introduction to course & each other, assignments, CEL, critical reflection and sociological analysis & SOTL research  <i>Lindsey Thompson, CESI</i>	Syllabus; Morton 2013; Hironimus-Wendt, and Wallace 2009.
Tuesday 16 January	Week 2	Defining "violence"  <i>Melanie Lang, UOG librarian</i>	Walby 2013; Jackman 2002; Wieviorka 2014
Tuesday 23 January	Week 3	Media Representation of Violence  <i>Liz Kent, Victim Services</i>	Morin 2016; Park et al. 2012; Lumsden & Morgan 2017; Oxman-Martinez & Bohard 2009
Tuesday 30 January	Week 4	Gendered Violence  <i>Literature search protocol &amp; bib due</i>	Naugler 2017; Walby, Towers & Francis 2014
Tuesday 6 February	Week 5	Hate	Perry & Scrivens 2016; Levin et al. 2015
Tuesday 13 February	Week 6	Bullying	Cascardi et al. 2014; Bethune & Gonick 2017
Tuesday 20 February		<b>Winter Break – no class</b>	
Tuesday 27 February	Week 7	Mass Shooting	Blum & Gonzalez Jaworskin 2016; Bonanno & Levenson 2014
Tuesday 6 March	Week 8	Violence & Sport <i>Lit Review Theme Analysis</i>	Pike 2015; Matthews & Channon 2017
Tuesday 13 March	Week 9	State/Structural Violence	Parsons 2007; Gerlach 2017; Cudworth 2015
Tuesday 14 March	Week 10	Terrorism <i>Safety Assessment Checklist/ Scorecard</i>	Walsh 2017; Laster & Erez 2015
Tuesday 27 March	Week 11	War	Malešević 2017; Kestnbaum 2009
Tuesday 3 April	Week 12	<b>CLT Presentations</b> <i>Final CEL product due</i> <i>Liz Kent, Victim Services</i>	No readings.



## 2. Weekly Topics & Readings

The following is a list of seminar topics and readings. Please remember to check D2L for updates weekly.

---

<b>Week 1</b>	<b>Introduction to course &amp; CEL Project</b>	<b>January 9</b>
---------------	---	------------------

---

Syllabus

Morton, Mavis. 2013. "Practicing Principles of Community Engaged Scholarship in a fourth-year Seminar", *Teaching and Learning Innovations Journal*. 16:1-20.

Hironimus-Wendt, Robert J, and Lora Ebert Wallace. 2009. "The Sociological Imagination and Social Responsibility." *Teaching Sociology* 37(1): 76-88.

Literature Review Protocol (see Courselink)

Victim Services Wellington

[http://www.vswguelpf.on.ca/htm/about\\_us.html](http://www.vswguelpf.on.ca/htm/about_us.html)

---

<b>Week 2</b>	<b>Defining &amp; Conceptualizing "Violence"</b>	<b>January 16</b>
---------------	--	-------------------

---

Walby, S. 2013. "Violence and society: Introduction to an emerging field of sociology" *Current Sociology* 61(2): 95-111.

Jackman, M. R. 2002. VIOLENCE IN SOCIAL LIFE. *Annual Review of Sociology*, 28(1):387-415.

Wieviorka, Michel. 2014. "The Sociological Analysis of Violence: New Perspectives." *The Sociological Review* 62: 50-64. doi:10.1111/1467-954X.12191

---

<b>Week 3</b>	<b>Media Representation of Violence</b>	<b>January 23</b>
---------------	---	-------------------

---

Morin, Aysel. 2016. "Framing Terror." *Journalism & Mass Communication Quarterly* 93(4): 986-1005.

Park, Sung-Yeon, Kyle J Holody, and Xiaoqun Zhang. 2012, "Race in Media Coverage of School Shootings." *Journalism & Mass Communication Quarterly* 89(3): 475-94.

Lumsden, Karen & Heather Morgan. 2017. Media framing of trolling and online abuse: silencing strategies, symbolic violence, and victim blaming, *Feminist Media Studies*, 17(6): 926-940, DOI: 10.1080/14680777.2017.1316755

Oxman-Martinez, Marinescu, and Bohard. 2009. "Shades of Violence: The Media Role." *Women's Studies International Forum* 32(4): 296-304.

---

<b>Week 4</b>	<b>Gendered Violence</b>	January 30
---------------	--------------------------	------------

---

Naugler, Diane. 2017. Making Violence Remarkable: Reconsiderations of Everyday Gender Violences, Chapter 2 Mapping Geographies of Violence. Eds. Kitchin Dahringer, Heather A & Brittain, James J. Fernwood Publishing, Halifax and Winnipeg, Canada.

Walby, Sylvia, Jude Towers, and Brian Francis. 2014. "Mainstreaming Domestic and gender based Violence into Sociology and the Criminology of Violence." *The Sociological Review* 62: 187-214. doi:10.1111/1467-954X.12198.

---

<b>Week 5</b>	<b>Hate</b>	February 6
---------------	-------------	------------

---

Perry, Barbara and Ryan Scrivens. 2016. "Uneasy Alliances: A Look at the Right-Wing Extremist Movement in Canada." *Studies in Conflict & Terrorism* 39 (9): 819-841. doi:10.1080/1057610X.2016.1139375.

Levin, Brian, James J. Nolan, Barbara Perry, Brian Levin, James J. Nolan, and Barbara Perry. 2015. "Disrupting the Mantra of Multiculturalism." *American Behavioral Scientist* 59(13): 1637-1654. doi:10.1177/0002764215588816.

---

<b>Week 6</b>	<b>Bullying</b>	February 13
---------------	-----------------	-------------

---

Cascardi, M., Brown, C., Iannarone, M., Cardona, N. 2014. The Problem With Overly Broad Definitions of Bullying: Implications for the Schoolhouse, the Statehouse, and the Ivory Tower, *Journal of School Violence*, 13:253–276.

Bethune, Jennifer, and Marnina Gonick. 2017. "Schooling the Mean Girl: A Critical Discourse Analysis of Teacher Resource Materials." *Gender and Education* 29(3):389-404.

---

<b>Week 7</b>	<b>Mass Shootings</b>	February 27
---------------	-----------------------	-------------

---

Blum, Dinur, and Christian Gonzalez Jaworski. 2016. From suicide and strain to mass murder. *Society* 53(4):408-413.

Bonanno, C.M, Levenson, Jr.2 R.L. 2014. "School Shooters: History, Current Theoretical and Empirical Findings, and Strategies for Prevention". *Sage Open*:1–11

Rocque, M. 2012. Exploring school rampage shootings: Research, theory, and policy. *Social Science Journal*, 49(3):304-313.

---

<b>Week 8</b>	<b>Violence &amp; Sport</b>	March 6
---------------	-----------------------------	---------

---

Pike, Elizabeth CJ, Jackson, Steven J, Wenner, Lawrence A, and Young, Kevin. 2015. "Assessing the Sociology of Sport: On Sports Violence and Ways of Seeing." *International Review for the Sociology of Sport* 50(4-5): 640-44.

Matthews, Christopher R. and Alex Channon. 2017. "Understanding Sports Violence: Revisiting Foundational Explorations." *Sport in Society* 20 (7): 751-767. doi:10.1080/17430437.2016.1179735.

---

<b>Week 9</b>	<b>State/Structural Violence</b>	March 13
---------------	----------------------------------	----------

---

Parsons, K. A. 2007. Structural violence and power. *Peace Review*, 19(2), 173-181.

Gerlach, Alison, Annette Browne, Vandana Sinha, and Diana Elliott. 2017. "Navigating Structural Violence with Indigenous Families: The Contested Terrain of Early Childhood Intervention and the Child Welfare System in Canada." *International Indigenous Policy Journal* 8, no. 3 (2017): *International Indigenous Policy Journal* 8(3):1-23.

Cudworth, Erika. 2015. "Killing Animals: Sociology, Species Relations and Institutionalized Violence." *The Sociological Review*, 63(1):1-18

---

<b>Week 10</b>	<b>Terrorism</b>	March 20
----------------	------------------	----------

---

Walsh, James P. 2017. "Moral Panics by Design: The Case of Terrorism." *Current Sociology* 65 (5): 643-662. doi:10.1177/0011392116633257

Laster, K and Erez, E. 2015. "Sisters in Terrorism? Exploding Stereotypes", *Women & Criminal Justice* (25):83–99.

---

<b>Week 11</b>	<b>War</b>	March 27
----------------	------------	----------

---

Malešević, Siniša. 2017. "Warfare." In *The Rise of Organised Brutality: A Historical Sociology of Violence*, 142-173. Cambridge, United Kingdom; New York, NY, USA: Cambridge University Press.

Kestnbaum, Meyer. 2009. The Sociology of War and the Military. *Annual Review of Sociology*. 35:235–54

---

<b>Week 12</b>	<b>CEL Presentations</b>	April 3
----------------	--------------------------	---------

---

No readings.

## E. University Policy and Procedures

### Standard Statements - UNDERGRADUATE ([AVPA office](#))

#### E-mail Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

#### When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for [Academic Consideration](#).

#### Drop Date

Courses that are one semester long must be dropped by the end of the fortieth class day; two-semester courses must be dropped by the last day of the add period in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

#### Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

#### Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: [www.uoguelph.ca/sas](http://www.uoguelph.ca/sas)

#### Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University

community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar.

#### Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

#### Resources

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.