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
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
<table>
<thead>
<tr>
<th><strong>FBI Uniform Crime Report: Types of Offenses:</strong></th>
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<tbody>
<tr>
<td><strong>Type I Offenses:</strong></td>
</tr>
<tr>
<td>- Criminal Homicide</td>
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<tr>
<td>- Forcible Rape</td>
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<tr>
<td>- Robbery</td>
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<tr>
<td>- Aggravated Assault</td>
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<tr>
<td>- Burglary</td>
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<tr>
<td>- Larceny</td>
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<td>- Auto Theft</td>
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<tr>
<td>- Arson</td>
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<tr>
<td><strong>Type II Offenses:</strong></td>
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<tr>
<td>- Other Assaults</td>
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<tr>
<td>- Forgery and Counterfeiting</td>
</tr>
<tr>
<td>- Fraud</td>
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<tr>
<td>- Embezzlement</td>
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<tr>
<td>- Stolen Property (buying, receiving, possession)</td>
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<td>- Vandalism</td>
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<tr>
<td>- Weapons (carrying, possessing)</td>
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<td>- Prostitution and Commercialized Vice</td>
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<td>- Sex Offenses (other)</td>
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<tr>
<td>- Narcotic Drug Violation</td>
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<td>- Gambling</td>
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<tr>
<td>- Offenses against Family and Children</td>
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<td>- Driving under the Influence</td>
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<td>- Liquor Law Violations</td>
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<td>- Drunkenness</td>
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<tr>
<td>- Vagrancy</td>
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<td>- All Other Types of Offenses</td>
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</tbody>
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Required Reading:


Suggested Reading:


Course Requirements:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Mid-Term Exam</td>
<td>25%</td>
<td>March 1, 2012</td>
</tr>
<tr>
<td>Term Paper</td>
<td>25%</td>
<td>March 22, 2012</td>
</tr>
<tr>
<td>Final Examination</td>
<td>25%</td>
<td>May 3, 2012</td>
</tr>
<tr>
<td>Class Participation</td>
<td>25%</td>
<td>Entire Semester</td>
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</table>

Exams

Exams will cover any 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 include the definitions of key concepts and the names of scholars who have made significant contributions to the study of violence.

Term Paper

Each student is required to read 5 books on one specific aspect of human violence and to discuss these materials in a 5-page term paper. On page 6, each student will list the 5 books that have been read. For example, Smith, J., *Understanding Violence*. New York: Guilford Press, 2004. The class textbooks may not be included in the 5 readings.

Each paper is to be typed, double-spaced, in 10 or 12 CIP and have 1-inch margins on all four sides of each page. Pages are to be numbered. Term papers handed in late will be penalized with the loss of one full grade for each week that the paper is late. Hard copies only.

Please Note Well:

No student shall pass this course who has not completed all three course assignments. There are no exceptions to the deadlines, and the instructor reserves the right to assign lower grades to assignments and exams which are handed in late.

Students are expected to attend class weekly and to participate in class discussion, particularly the weekly debates on violence and public policy. 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 in our weekly discussions (as determined by the instructor).

Classroom Decorum

As a courtesy to our fellow classmates, all cell phones, pagers or other electronic paging devices must be turned off in class.
Suggested Readings:

Violence is a fascinating area of inquiry. The following books and articles are recommended to 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 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

Anonymous.  *Imperial Hubris: Why the West is Losing the War on Terror.* Washington, DC: Brassey’s, Inc. 2004.


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 Debriefing


XIII. B.  *Legal Issues/The Problem of Evil*


XIV. Final Exam
For this reason the same degree bestowed upon the students in The College of Arts and Science is awarded to students in The Woods College upon successful completion of their undergraduate work. YouTube Encyclopedic. 1/3. In May 2002 the College of Advancing Studies was dedicated in honor of its Dean, James A. Woods, S.J.. References. v. Located in: Chestnut Hill, Massachusetts.

Academics. Constituent schools & colleges: Morrissey College of Arts & Sciences. Graduate School of Arts & Sciences. For the study of authenticity to progress, there seems to be a need to identify and quantify authenticity as an individual difference variable. There is also a need for a direct test of the theoretically driven hypothesis that the authentic personality is related to well-being. In the empirical study of authenticity, there has been definitional confusion regarding the construct (Harter, 2002). Participants were presented with a study information sheet in the course of academic lectures and invited to take part in the study, being advised that they were free to withdraw at any time. Upon completion, they were thanked and invited to provide feedback on the session.

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