

**General Education Course Information Sheet**

*Please submit this sheet for each proposed course*

Department & Course Number Social Welfare 98T  
Course Title Violence in Context: Research and Theory of Family, School, and Community Violence  
Indicate if Seminar and/or Writing II course Seminar

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

**Foundations of the Arts and Humanities**

- Literary and Cultural Analysis \_\_\_\_\_
- Philosophic and Linguistic Analysis \_\_\_\_\_
- Visual and Performance Arts Analysis and Practice \_\_\_\_\_

**Foundations of Society and Culture**

- Historical Analysis \_\_\_\_\_
- Social Analysis X

**Foundations of Scientific Inquiry**

- Physical Science \_\_\_\_\_  
*With Laboratory or Demonstration Component must be 5 units (or more)*
- Life Science \_\_\_\_\_  
*With Laboratory or Demonstration Component must be 5 units (or more)*

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This seminar will examine the social problem of violence research. It will emphasize social influences, environment, and larger systems that predict and help explain disparities in family, school, and community violence.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Megan Holmes - Doctoral Student, Bridget Freisthler – Associate Professor

Do you intend to use graduate student instructors (TAs) in this course? Yes \_\_\_\_\_ No X

If yes, please indicate the number of TAs \_\_\_\_\_

4. Indicate when do you anticipate teaching this course over the next three years:

2011-2012	Fall	_____	Winter	<u>X</u>	Spring	_____
	Enrollment	_____	Enrollment	16	Enrollment	_____

5. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes \_\_\_ No X

If yes, provide a brief explanation of what has changed. \_\_\_\_\_

Present Number of Units: \_\_\_\_\_ Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

❑ General Knowledge	This course will emphasize theories and methodologies of family, school, and community violence.
❑ Integrative Learning	This course will introduce students to how violence is studied by different disciplines and from different theoretical frameworks.
❑ Ethical Implications	This course provides an opportunity to engage students in how to use research as a way to address the social problem of violence.
❑ Cultural Diversity	Because violence affects everyone, special emphasis is placed on ethnic diversity, gender, social class and multicultural interactions.
❑ Critical Thinking	Through examination of contemporary theory and research, this course promotes critical thinking and encourages students to think beyond the norm of addressing the social problem of violence.
❑ Rhetorical Effectiveness	A substantial writing assignment (15-18 pages) is required of this course that includes a review of the literature. Because writing is an iterative process, there are several opportunities for students to receive feedback on their final paper.
❑ Problem-solving	This course guides students how acquire knowledge and to use this knowledge in order to address the social problem of violence.
❑ Library & Information Literacy	Students exposed to numerous sources of information on violence. They are also expected to perform their own review of literature for their writing assignment. Students will be introduced how to search, select, and organize this literature.

**(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)**

1. Lecture:	<u>3</u>	(hours)
2. Discussion Section:	<u>N/A</u>	(hours)
3. Labs:	<u>N/A</u>	(hours)
4. Experiential (service learning, internships, other):	<u>N/A</u>	(hours)
5. Field Trips:	<u>N/A</u>	(hours)

**(A) TOTAL Student Contact Per Week** 3 **(HOURS)**

**(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)**

1. General Review & Preparation:	<u>2</u>	(hours)
2. Reading	<u>6</u>	(hours)
3. Group Projects:	<u>N/A</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>N/A</u>	(hours)
5. Information Literacy Exercises:	<u>N/A</u>	(hours)
6. Written Assignments:	<u>2</u>	(hours)
7. Research Activity:	<u>2</u>	(hours)

**(B) TOTAL Out-of-class time per week** 12 **(HOURS)**

**GRAND TOTAL (A) + (B) must equal at least 15 hours/week** 15 **(HOURS)**

# **Violence in Context: Research and Theory of Family, School, and Community Violence**

*"This suffering ... is a legacy that reproduces itself, as new generations learn from the violence of generations past, as victims learn from victims from victimizers, and as social conditions that nurture violence are allowed to continue. No country, no city, no community is immune. But neither are we powerless against it."*

~ Nelson Mandela (WHO, 2002)

## **INSTRUCTOR INFORMATION:**

Name: Megan Holmes, MSW

Office Hours: TBD

Office: Public Affairs 1349-H

Email: MRHolmes@ucla.edu

## **SEMINAR DESCRIPTION**

It is difficult to imagine a child, an adolescent, or an adult in the United States who is not impacted by violence in some way. The general public hears almost daily news accounts of local, national, and international incidents of violence. This seminar will examine contemporary topics of violence research. It will emphasize social influences, environment, and larger systems that predict and help explain disparities in violence. While many forms of violence will be examined through out this seminar, special emphasis will be placed on family, school, and community violence.

## **SEMINAR OBJECTIVES**

- Study the construction of violence as a social problem
- Critically analyze the way social structures and social interactions create, maintain and change the experience and expression of violence
- Examine how SES, race/ethnicity, age, sexual orientation, and gender impact manifestation of violence
- Understand the impact of violence on victims, families, and society
- Develop research skills including how to critically review scholarly articles, develop research questions, and write a research paper using course material and other scholarly literature

## **COURSE STRUCTURE**

This seminar will consist of weekly lectures and discussion of readings. Assignments include weekly readings, developing weekly questions and comments about the assigned readings, a violence in the news assignment, and a final paper.

## **REQUIRED TEXTS**

Alvarex, A. & Bachman, R. (2008). *Violence: The enduring problem*. Los Angeles, CA: Sage Publications.

Herrenkohl, T.I., Aisenberg, E., Williams, J.H., & Jenson, J.M. (Eds.). (2011). *Violence in context: Current evidence on risk, protection, and prevention*. New York, NY: Oxford University Press.

Course Reader

## **ASSIGNMENTS**

### Weekly discussion questions and comments.

During weeks 2 through 9, you will submit questions and comments to the online discussion board. These questions and comments must be directly related to the topic of the week and can come from the assigned reading or your own personal experiences. The questions and comments will be incorporated into the weekly lectures and provide a foundation for the direction of our class discussion.

The specifics:

1. You must have a total of three discussion questions or comments. At least one must be a question. This can include things you would like clarified or questions that came up as you were reading the text. At least one must be a relevant comment. This can include discussing how you saw the day's topic be further explored in research, ideas of how you might use the information for your assignment etc. For the final one, you can do either a comment or question to meet the required total.
2. Comments and questions must be posted no later than 5 p.m. two days before class.
3. Comments and questions must be posted to the Discussion Forum on our CCLE site under the appropriate thread. The time stamp will provide proof that the questions and comments were submitted on time.

### Violence in the News

Over the 10 weeks of this seminar, you will bring to class 3 current local newspaper stories about family, school, or community violence. You will write a 1-page summary on your thoughts about the newspaper article. At the beginning of class, you will be asked to tell the class about the type of violence that was reported in the newspaper story and the statistics the newspaper story reported for frequency of violent event occurring. These newspaper stories illustrate the ongoing reality of violence and reinforce course material.

The specifics:

1. You must have a total of 3 violence in the news summaries turned in by week 10. Each summary must be turned in on a different week (i.e., you may not turn in all three in one week).
2. Newspaper stories must be from the 7 days prior to the class that you are turning it in. Stories must be published in a local newspaper. You may obtain these stories either from the printed source or from online.
3. Print (from on online) or tape the newspaper story to a piece of paper and attach your 1 page (double spaced & 12 point Times New Roman font) to the newspaper story.
4. At the beginning of class, you will report to your class mates
  - a. A brief summary of the newspaper story you found
  - b. The type of violence that is discussed in the newspaper story

- c. The statistics (e.g., how often this violence occurs, % of gender victimized, etc.)

### Final Paper

The final paper will be on the topic of your choosing as it relates to the course topic of violence. Because violence affects everyone, one aspect of your paper should include what we know or don't know about ethnic diversity, gender, social class, or similar variables. The paper should be between 15-18 pages in APA format (double spaced with 12-point Times New Roman font). Because writing is an iterative process, I have built in several opportunities for you to receive feedback on your final paper.

#### ***Final Paper Idea***

*(Due Week 2)*

For this assignment, write a paragraph that summarizes your final paper idea. Please note that this assignment will not be graded but that you will receive feedback on your final paper idea.

#### ***Revised Paper Idea and Outline of Literature You Plan to Review***

*(Due Week 4)*

For this assignment, you will include your revised paragraph summarizing your final paper idea. You will also create an outline of the literature you will be reviewing as part of your final paper. You should include both assigned readings from class and literature that you find on your own. You must include at least 3 references from the assigned reading and at least 3 other references.

#### ***Draft of Final Paper***

*(Due Week 7)*

This assignment is a full draft of your final paper. Writing a good paper always takes numerous revisions. I will provide feedback on the direction of your paper, how well your ideas are developed and areas that need improvement.

#### ***Final Paper***

*(Due 1 week after the last class/finals week)*

This is the revised version of your draft that you turned in at week 7 (i.e., your final paper).

### Presentation

The presentation should no more than 5 minutes in length. The goal is to be creative and keep the class entertained! You should tell the class about your final paper but you can do that in any way you desire. For example, you may to do a power point presentation, a slide show, or design a game or exercise for the class.

## GRADING

Class Participation	15%
Weekly Discussion Questions & Comments	10%
Violence in the News Summaries	10%
Outline of Literature	10%
Paper Draft	15%
Final Paper	30%
Presentation	10%

## SCHEDULE OVERVIEW

Week	Date	Topic	Due
1		Introduction to class Violence Overview History and Definitions Methods of Studying Violence	
2		Race/Ethnicity and Gender	<i>Final Paper Idea</i>
3		Socialization of Aggressive Behavior	
4		Theories of Violence	<i>Revised Paper Idea and Outline of Literature You Plan to Review</i>
5		Violence in the Home	
6		Violence in the School	
7		Violence in the Community	<i>Draft of Final Paper</i>
8		Multiple Violence Exposures	
9		What can I do? The future	
10		Class Presentations	<i>Class Presentation</i>
11			<i>Final Paper</i>

### **WEEK 1: Violence Overview/ History and Definitions / Methods of Studying Violence**

This weeks reading and discussion will provide an overview of the definition of violence, history and how violence is studies through research.

#### *Questions:*

- How is violence defined and measured?
- How do definitions of violence shape research?
- How is violence understood and perceived in research?
- How is violence studied in research?

#### *Readings:*

Chapter 1 and Chapter 2 of Herrenkohl, T.I., Aisenberg, E., Williams, J.H., & Jenson, J.M. (Eds.). (2011). *Violence in context: Current evidence on risk, protection, and prevention*. New York, NY: Oxford University Press.

Chapter 1 of Alvarex, A. & Bachman, R. (2008). *Violence: The enduring problem*. Los Angeles, CA: Sage Publications.

Finkelhor, D., Turner, H., Ormrod, R., Hamby, S., & Kracke, K. (2009). Children's exposure to violence: A comprehensive national survey. *Juvenile Justice Bulletin*, U.S. Department of Justice.

Jenson, J. M. (2007). Aggression and violence in the United States: Reflection on the Virginia Tech shooting. *Social Work Research*, 31, 131-134.

## **WEEK 2: Race/Ethnicity and Gender**

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This week's readings and discussion will explore various perspectives to help explain racial disparities in violence and systemic involvement. We will also explore various perspectives to help explain gender differences in violence, examine the many and varied risk and protective factors linked to violence for boys and girls, and explore the implications that emerge from research on gender differences for policy and system change.

### *Questions:*

- What disparities exist between race/ethnicity and gender?
- What racial, ethnic and gender differences in risk and protective factors are associated with violent behavior?

### *Readings:*

Chapter 3 and Chapter 4 of Herrenkohl, T.I., Aisenberg, E., Williams, J.H., & Jenson, J.M. (Eds.). (2011). *Violence in context: Current evidence on risk, protection, and prevention*. New York, NY: Oxford University Press.

Coyne, S.M., Archer, J., Eslea, M., & Liechty, T. (2008) Adolescent perceptions of indirect forms of relational aggression: Sex of perpetrator effects. *Aggressive Behavior*, 34, 577-583.

### *Assignments:*

Comments/Questions posted to discussion board  
Final Paper Idea

## **WEEK 3: Socialization of Aggressive Behavior**

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This week's reading and discussion will focus on the environmental conditions or situations that help bring about violent behavior. It also explores how cultural characteristics and societal conditions generate and shape psychological processes and actions that contribute to violence.

### *Questions:*

- Why do youth behave violently?
- What are the environmental risk factors that promote violent behavior?
- What are the environmental protective factors that help prevent violent behavior?
- What impact does society's social response to violence have on the prevalence of violence?

### *Readings:*

Chapter 2 pages 28-41 of Alvares, A. & Bachman, R. (2008). *Violence: The enduring problem*. Los Angeles, CA: Sage Publications.

Minde, K. (1992). Aggression in preschoolers: its relation to socialization. *Journal of American Academy of Child and Adolescent Psychiatry*, 31, 853-862.

Loeber, R. & Hay, D. (1997). Key issues in the development of aggression and violence from childhood to early adulthood. *Annual Review of Psychology*, 48, 371-410.

Staub, E. (1996). Cultural-societal roots of violence: Examples of genocide violence and contemporary youth violence in the United States. *American Psychologist*, 51, 117-132.

*Assignments:*

Comments/Questions posted to discussion board

#### **WEEK 4: Theories of Violence**

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This weeks reading and discussion will explore the most prominent scientific or academic theories of violence. We will discuss two types of theories: innate or biological theories and social learning theories.

*Questions:*

- What are the biological explanations for violence?
- What are the sociological explanations for violence?

*Readings:*

Chapter 2 pages 42-59 of Alvarez, A. & Bachman, R. (2008). *Violence: The enduring problem*. Los Angeles, CA: Sage Publications.

*Assignments:*

Comments/Questions posted to discussion board

Revised Paper Idea and Outline of Literature You Plan to Review

#### **WEEK 5: Violence in the Home**

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This weeks reading and discussion will focus on violence in the home including domestic violence and child maltreatment.

*Questions:*

- What is domestic violence and child maltreatment?
- How does exposure to domestic violence effect youth?
- How does child maltreatment effect youth?

*Readings:*

Chapter 5 of Alvarez, A. & Bachman, R. (2008). *Violence: The enduring problem*. Los Angeles, CA: Sage Publications.

Margolin, G. & Vickerman, K. A. (2007). Post-traumatic stress in children and adolescent exposed to family violence: Overview and issues. *Professional Psychology, Research and Practice*, 38, 613-619.

Holt, S., Buckley, H., & Whelan, S. (2008). The impact of exposure to domestic violence on children and young people: A review of the literature. *Child Abuse and Neglect*, 32, 797-810.

*Assignments:*

Comments/Questions posted to discussion board



## **WEEK 6: Violence in the School**

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This week's reading and discussion will focus on violence within the school setting including bullying and planned (or targeted) violence such as school shootings.

*Questions:*

- What is school violence?
- What are the effects of witnessing school violence?
- What are the effects of school bullying?

*Readings:*

Eisenbraun, K. D. (2007). Violence in schools: Prevalence, predication, and prevention. *Aggression and Violent Behavior, 12*, 459-469.

Spriggs, A.L., Iannotti, R.J., Nansel, T.R., and Haynie, D.L. (2007). Adolescent bullying involvement and perceived family, peer and school relations: Commonalities and differences across race/ethnicity. *Journal of Adolescent Health, 41*, 283-293.

Jonosz, M. Archambault, I., Pagani, L.S., Pascol, S., Morin, A.J.S., & Bowen, F. (2008). Are there detrimental effects of witnessing school violence in early adolescence? *Journal of Adolescent Health, 43*, 600-608.

*Assignments:*

Comments/Questions posted to discussion board

## **WEEK 7: Violence in the Community**

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This week's reading and discussion will explore community violence and its impact on youth. Neighborhood characteristics and their relationship with violence will also be examined.

*Questions:*

- What is community violence?
- What neighborhood characteristics act as protective and risk factors for violence?
- What effect does violence in the community have on children?

*Readings:*

Jones, J. (2007). Exposure to chronic community violence: Resilience in African American children. *Journal of Black Psychology, 33*, 125-149.

Lynch, M. (2003). Consequences of children's exposure to community violence. *Clinical Child and Family Psychology Review, 6*, 265-274.

Cooley-Strickland, M., Quille, T.J., Griffin, R.S., Stuart, E.A., Bradshaw, C.P., Furr-Holden, D. (2009). Community violence and youth: Affect, behavior, substance use and academics. *Clinical child and Family Psychological Review, 12*, 127-156.

Vanfossen, B., Brown, C.H., Kellan, S., Sokoloff, N., & Doering, S. (2010). Neighborhood context and the development of aggression in boys and girls. *Journal of Community Psychology, 38*, 329-349.

*Assignments:*

Comments/Questions posted to discussion board

Draft of Final Paper

## **WEEK 8: Multiple Violence Exposures**

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This weeks readings and discussion will focus on what we know about resilience and protective factors for vulnerable children, particularly those who have been exposed to violence of more than one form.

### *Questions:*

- What are the unique, additive, and interacting effects of exposure to multiple forms of violence?
- What protective factors help buffer the effect of multiple exposures of violence?

### *Readings:*

Chapter 5 and 6 of Herrenkohl, T.I., Aisenberg, E., Williams, J.H., & Jenson, J.M. (Eds.). (2011). *Violence in context: Current evidence on risk, protection, and prevention*. New York, NY: Oxford University Press.

Malik, N.M. (2011). Exposure to domestic violence and community violence in a nonrisk sample: Associations with child functioning. *Journal of Interpersonal Violence, 26*, 490-504.

Mrug, S., Loosier, P.S. & Windle, M. (2008) Violence exposure across multiple contexts: Individual and joint effects on adjustment. *American Journal of Orthopsychiatry, 78*, 70-84.

### *Assignments:*

Comments/Questions posted to discussion board

## **WEEK 9: What Can I do? The Future**

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This weeks reading and discussion will focus on evidence based family, school, and community violence prevention programs. We will also discuss areas that research may have overlooked such as aspects of culture, intersectionality, and social power as well as discuss the next steps for studying and preventing violence.

### *Questions:*

- What does research suggest as ways of preventing violence in the home, school, and community?
- What area's or questions about violence have not been explored through research?

### *Readings:*

Chapter 7-9 of Herrenkohl, T.I., Aisenberg, E., Williams, J.H., & Jenson, J.M. (Eds.). (2011). *Violence in context: Current evidence on risk, protection, and prevention*. New York, NY: Oxford University Press.

### *Assignments:*

Comments/Questions posted to discussion board

## **WEEK 10: Class Presentations**

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### *Assignments:*

Class Presentation

## **WEEK 11/ FINALS WEEK: Class Presentations (if needed)**

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### *Assignments:*

Final Paper



## New Course Proposal

### Social Welfare 98T

### Violence in Context: Research and Theory of Family, School, and Community Violence

**Course Number** Social Welfare 98T

**Title** Violence in Context: Research and Theory of Family, School, and Community Violence

**Short Title** VIOLENCE IN CONTEXT

**Units** Fixed: 5

**Grading Basis** Letter grade only

**Instructional Format** Seminar - 3 hours per week

**TIE Code** SEMT - Seminar (Topical) [T]

**GE Requirement** Yes

**Major or Minor Requirement** No

**Requisites** Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.

**Course Description** Seminar, three hours. Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Examination of contemporary topics of violence research, with emphasis on social influences, environment, and larger systems that predict and help explain disparities in violence. Special focus on family, school, and community violence. Letter grading.

**Justification** Part of the series of seminars offered through the Collegium of University Teaching Fellows.

**Syllabus** File [Social Welfare 98T syllabus.doc](#) was previously uploaded. You may view the file by clicking on the file name.

**Supplemental Information** Professor Bridget Freisthler is the faculty mentor for this seminar.

**Grading Structure**  
Class Participation-15%  
Weekly Discussion Questions & Comments-10%  
Violence in the News Summaries-10%  
Outline of Literature-10%  
Paper Draft-15%  
Final Paper-30%  
Presentation-10%

**Effective Date** Winter 2012

**Discontinue Date** Summer 1 2012

**Instructor**

Name	Title
Megan Holmes	Teaching Fellow

**Quarters Taught**  Fall  Winter  Spring  Summer

**Department** Social Welfare

**Contact**

Name	E-mail
CATHERINE GENTILE	cgentile@oid.ucla.edu

**Routing Help**

## ROUTING STATUS

**Role:** Registrar's Office

**Status:** Processing Completed

**Role:** Registrar's Publications Office - Hennig, Leann Jean (lhennig@registrar.ucla.edu) - 56704

**Status:** Added to SRS on 6/21/2011 11:13:17 AM

**Changes:** Description

**Comments:** Edited course description into official version.

**Role:** Registrar's Scheduling Office - Thomson, Douglas N (dthomson@registrar.ucla.edu) - 51441

**Status:** Added to SRS on 6/2/2011 7:11:22 PM

**Changes:** Short Title

**Comments:** No Comments

**Role:** FEC School Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 65282

**Status:** Returned for Additional Info on 5/25/2011 10:42:40 AM

**Changes:** No Changes Made

**Comments:** Routing to Registrar's Office

**Role:** FEC Chair or Designee - McClendon, Muriel C (mcclendo@history.ucla.edu) - 53918

**Status:** Approved on 5/25/2011 8:23:09 AM

**Changes:** No Changes Made

**Comments:** No Comments

**Role:** L&S FEC Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 65282

**Status:** Returned for Additional Info on 5/18/2011 5:03:01 PM

**Changes:** No Changes Made

**Comments:** Routing to Vice Chair Muriel McClendon for FEC approval

**Role:** CUTF Coordinator - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998

**Status:** Approved on 5/16/2011 11:49:35 AM

**Changes:** No Changes Made

**Comments:** on behalf of Professor Kathleen Komar, chair, CUTF Faculty Advisory Committee.

**Role:** Initiator/Submitter - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998

**Status:** Submitted on 5/16/2011 11:48:43 AM

**Comments:** Initiated a New Course Proposal

[Back to Course List](#)

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[cims@registrar.ucla.edu](mailto:cims@registrar.ucla.edu) or (310) 206-7045