Semester: Fall 2017  
DATES: 9/5-12/13/2017  
Course Number and Title: 10:832:297  
SECTION 01  
BULLYING, VIOLENCE AND SOCIETY  
Course Day and Time:  
WEDNESDAY 8:10-11:10 AM CACAB-4400  
Course Instructor and Contact Information:  
ALEXANDRA LOPEZ, MA, LCADC, CCS. CPS, DRCC, BCPC, MAC, ICADC  
alexopez@rutgers.edu  
Required Text(s):  
Oxford: Oxford University Press.  
Recommended Text(s):  
Bullying under attack: true stories written by teen victims, bullies & bystanders.  
Deerfield Beach, FL: Health Communications, Inc.  
Office Hours: MONDAYS & WEDNESDAYS 12PM-1PM ARRANGED BY APPOINTMENT  
Resources: See Sakai Resources Folder  

COURSE OVERVIEW: Violence, in its many forms, permeates almost every aspect of our society and is a trending topic across our nation. Even closer to home is the reality of the violent act of bullying, especially in our schools. So many of our already stigmatized populations, are experiencing physical, emotional, social and cyber-bullying on a daily basis – with statistics increasing each day. This course will explore these and other critical subjects impacting our communities including the relationship between mass media and violence. Students will examine different types of bullying in the context of recent national events (i.e. school shootings) – many which have set precedence for legislative and policy change. As examples of local response, students will have access to sample school policies including transgender policies and harassment, Intimidation and Bullying (HIB) policies that are currently mandated across our state. Class will be conducted in an active learning environment with differentiated instruction consisting of class lecture, class discussions, guest lectures, assigned relevant readings, film and video, interactive class presentations and group projects. Students will also participate in on line discussions with peers.

COURSE OBJECTIVES: Students will:

✔ Develop an understanding of the historical and current prevalence of violence, harassment & bullying in American society;
✔ Review and discuss implications of recent violent and traumatizing events that have had significant socio-political influence;
✔ Develop an understanding of the victim and the bully;
✔ Develop an understanding of the types of bullying and harassment;
✔ Develop an understanding of those factors such as poverty and culture, that influence violence, bullying and the victimization of stigmatized populations;
SYLLABUS

✓ Develop an understanding of the dynamics of violence in schools, including bullying, gang activity, gun violence, hate crimes, and dating violence, as well as the influence of culture, adolescent development, mental health, and the school environment;
✓ Review and discuss the diverse responses to bullying and violence demonstrated by stakeholder groups in our schools, communities, and larger socio-political systems.

CORE COMPETENCIES ADDRESSED: After completing this course, you will demonstrate an understanding of the Association of University Programs in Health Administration (AUPHA) or Council on Education in Public Health (CEPH) core competencies including:

✓ Successful strategies to guide, direct and assume principal responsibility in the workplace.
✓ Basic skills encompassing knowledge and comprehension, written verbal and interpersonal communication skills, professional and leadership skills development, inter-professional collaboration, and information seeking.
✓ Understanding of diversity in the workplace, cultural competency as they relate to interdependence at the individual and community level
✓ Steps and processes associated with strategic planning, as well strategy formulation and implementation.

In addition, you will be proficient in the following key learning goals of the Edward J. Bloustein School (EJB):

✓ Intellectual and communication skills including critical thinking, open communication, information and computer literacy.
✓ Ethical and professional development.

COURSE POLICIES:

✓ Confidentiality: Due to the nature and subject matter of this course, students may share their personal experiences. This information is private and should not be repeated outside of this class.
✓ Our academic environment is designed for learning, so remember to keep an open mind.
✓ Every assignment is due on the specified date listed in the syllabus. No late assignments will be accepted unless pre-approved by the professor in advance of the deadline. Inability to complete assignments as a result of workload in another class will NOT be an acceptable excuse for a late or missed assignment. If a late submission is approved, you will still receive an automatic one half-grade deduction.
✓ This class depends heavily on student interaction and participation. Students are expected to attend class regularly and be active participants in discussions and lectures.
✓ Attendance will be taken at every class via AKKAIVE. All students must register for ARKAIVE at https://arkaive.com/professors. The site is available on APPS as well as via link. You MUST BE IN THE CLASSROOM TO REGISTER AS PRESENT. After one absence (excused or not), each successive missed class will effect the students overall participation grade.
University Attendance Policy: Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website [https://sims.rutgers.edu/ssra/](https://sims.rutgers.edu/ssra/) to indicate the date and reason for your absence. **Excused absences must be reported on line and to the instructor prior to the start of class. Students are entitled to ONE excused absences per semester. After 1 absences, your final grade will be affected.**

Cell phones must be turned off during class. Laptops are permitted, but not necessary as we will be working in an active learning classroom. All other uses (instant messaging, games, Social Networking, web surfing, etc.) will result in having to turn off your computer. Second offenses will result in barring your computer from the classroom.

Communication between scheduled class dates and times will be done via e-mail and on SAKAI Announcements. Also, all students should join REMIND. Please text @bullyingv to 81010. Students are also responsible for checking e-mail and SAKAI regularly.

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### WEEKLY SCHEDULE

*(SUBJECT TO CHANGE)*

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS OF REVIEW &amp; DISCUSSION</th>
<th>IN CLASS READING / IN CLASS FILM</th>
<th>WEEKLY READINGS &amp; ASSIGNMENTS</th>
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</thead>
</table>
| 9/6  | ✓ COURSE OVERVIEW  
      ✓ REVIEW OF COURSE EXPECTATIONS AND ASSIGNMENTS  
      ✓ DEFINING VIOLENCE & BULLYING: IN YOUR OWN WORDS  
      ✓ UNDERSTANDING WORLDVIEW & PARADIGM  
      ✓ IN CLASS: DEFINE BULLYING, HARRASSMENT & INTIMDATION  
      ✓ GROUPS WILL BE ASSIGNED/ RANDOM | ✓ IN CLASS: DEFINE BULLYING, HARRASSMENT & INTIMDATION  
      ✓ BEYOND BULLYING: PGS/ INTRO | |
| 9/13 | ✓ THE CONCEPT OF SHAME: ETIOLOGY OF BULLYING AND AGGRESSIVE BEHAVIORS | ✓ WHAT WOULD YOU DO? IN CLASS VIDEOS AND INTERACTIVE DISCUSSIONS  
      ✓ GROUP WORK: DEVELOP GROUP GOALS, TIMELINE AND TOPIC | ✓ BEYOND BULLYING: PGS/ INTRO  
      ✓ SELECT VIDEO OR NEWSTORY FOR THE FOLLOWING WEEK |
| 9/20 | ✓ THE HISTORY OF VIOLENCE/BULLYING & OUR NATION | ✓ FILM: AMERICAN EXPERIENCE: STONEWALL UPRISING  
      ✓ GROUP WORK: WEEKLY DISCUSSION TOPIC & PROJECT/ POWERPOINTS | ✓ BEYOND BULLYING: PGS 25-45  
      ✓ WEEKLY JOURNALS  
      ✓ SELECT VIDEO OR NEWSTORY FOR THE FOLLOWING WEEK |
| 9/27 | ✓ VICTIMS VS BULLIES: PSYCHOLOGY OF INFLUENCE  
      ✓ IDENTIFYING AND UNDERSTANDING STIGMATIZED POPULATIONS | ✓ WHAT WOULD YOU DO? IN CLASS VIDEOS AND INTERACTIVE DISCUSSIONS  
      ✓ GROUP WORK: WEEKLY DISCUSSION TOPIC & PROJECT/ POWERPOINTS | ✓ BEYOND BULLYING: PGS 49-75  
      ✓ WEEKLY JOURNALS  
      ✓ SELECT VIDEO OR NEWSTORY FOR THE FOLLOWING WEEK |
| 10/4 | ✓ VIOLENCE AGAINST WOMEN  
       ✓ VIOLENCE AGAINST LGBTQ COMMUNITY | ✓ FILM: THE LARAMIE PROJECT | ✓ BEYOND BULLYING: PGS 81-95  
      ✓ WEEKLY JOURNALS  
      ✓ ASSIGNMENT JOURNAL #1 DUE |
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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>10/11</td>
<td>Technology, Social Media &amp; Violence</td>
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<td>Bullying &amp; Suicide: Tragedy in Our Backyards</td>
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<td>Real Stories, Real People; Real Loss</td>
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<td>WHAT WOULD YOU DO? IN CLASS VIDEOS AND INTERACTIVE DISCUSSIONS</td>
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<td>GROUP WORK: WEEKLY DISCUSSION TOPIC &amp; PROJECT/POWERPOINTS</td>
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<td>BEYOND BULLYING PGS 99-128</td>
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<td>SELECT VIDEO OR NEWSTORY FOR THE FOLLOWING WEEK</td>
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<tr>
<td>10/18</td>
<td>Harassment Intimidation And &amp; Bullying In Schools</td>
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<td>Violence and Vandalism</td>
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<td>GUEST SPEAKER</td>
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<td>GROUP WORK: WEEKLY DISCUSSION TOPIC &amp; PROJECT/POWERPOINTS</td>
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<td></td>
<td>BEYOND BULLYING PGS 129-162</td>
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<td>SELECT VIDEO OR NEWSTORY FOR THE FOLLOWING WEEK</td>
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<tr>
<td>10/25</td>
<td>Ethics/America Today</td>
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<td>Gun Violence</td>
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<td>Gangs</td>
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<td>Racism</td>
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<td>Domestic Terrorism</td>
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<td>WHAT WOULD YOU DO? IN CLASS VIDEOS AND INTERACTIVE DISCUSSIONS</td>
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<td>GROUP WORK: WEEKLY DISCUSSION TOPIC &amp; PROJECT/POWERPOINTS</td>
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<td>BEYOND BULLYING PGS 163-190</td>
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<td>WEEKLY JOURNALS</td>
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<td>ASSIGNMENT JOURNAL #2 DUE</td>
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<td>11/1</td>
<td>School Policies: Review And Discussions</td>
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<td>FILM: Bowling for Columbine</td>
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<td></td>
<td>GROUP WORK: WEEKLY DISCUSSION TOPIC &amp; PROJECT/POWERPOINTS</td>
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<td></td>
<td>BEYOND BULLYING PGS 191-END</td>
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<td>WEEKLY JOURNALS</td>
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<td>SELECT VIDEO OR NEWSTORY FOR THE FOLLOWING WEEK</td>
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<tr>
<td>11/8</td>
<td>Setting Legal Precedence: Cases Around The World</td>
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<td>IN CLASS DEBATE</td>
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<td>WEEKLY JOURNALS</td>
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<td>SELECT VIDEO OR NEWSTORY FOR THE FOLLOWING WEEK</td>
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<tr>
<td>11/15</td>
<td>Prevention And Advocacy Programs That Work ... And Those That Don't</td>
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<td></td>
<td>WHAT WOULD YOU DO? IN CLASS VIDEOS AND INTERACTIVE DISCUSSIONS</td>
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<td></td>
<td>GROUP WORK: PROJECT/POWERPOINTS</td>
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<td></td>
<td>WEEKLY JOURNALS</td>
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<tr>
<td>11/22</td>
<td>NO CLASS (FRIDAY CLASSES)</td>
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<td>11/29</td>
<td>Final Group Powerpoint Critique Discussion And Presentation</td>
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<tr>
<td>12/6</td>
<td>Final Group Powerpoint Critique Discussion And Presentation</td>
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<td></td>
<td>FINAL ASSIGNMENT JOURNAL #3 DUE</td>
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<tr>
<td>12/13</td>
<td>LAST CLASS</td>
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**Interactive Classroom/Description of Activities**

- Technology, Social Media & Violence
- Bullying & Suicide: Tragedy in Our Backyards
- Real Stories, Real People; Real Loss
- WHAT WOULD YOU DO? In Class Videos and Interactive Discussions
- Group Work: Weekly Discussion Topic & Project/Powerpoints
- Beyond Bullying PGS 99-128
- Select Video or Newstory for the following week
- Harassment Intimidation And & Bullying In Schools
  - Violence and Vandalism
  - Guest Speaker
  - Group Work: Weekly Discussion Topic & Project/Powerpoints
  - Beyond Bullying PGS 129-162
  - Select Video or Newstory for the following week
- Ethics/America Today
  - Gun Violence
  - Gangs
  - Racism
  - Domestic Terrorism
  - What Would You Do? In Class Videos and Interactive Discussions
  - Group Work: Weekly Discussion Topic & Project/Powerpoints
  - Beyond Bullying PGS 163-190
  - Weekly Journals
  - Assignment Journal #2 Due
- School Policies: Review And Discussions
- Film: Bowling for Columbine
- Group Work: Weekly Discussion Topic & Project/Powerpoints
- Beyond Bullying PGS 191-End
- Weekly Journals
- Select Video or Newstory for the following week
- Setting Legal Precedence: Cases Around The World
- In Class Debate
- Weekly Journals
- Select Video or Newstory for the following week
- Prevention And Advocacy Programs That Work ... And Those That Don't
- What Would You Do? In Class Videos and Interactive Discussions
- Group Work: Project/Powerpoints
- Weekly Journals
- Final Group Powerpoint Critique Discussion And Presentation
- Final Group Powerpoint Critique Discussion And Presentation
- Final Assignment Journal #3 Due
WORK GROUPS: You will be assigned into a work group with your peers this semester. You will be working in these groups throughout the entire semester. On final project will be completed prior to the end of the semester.

BUZZ GROUPS: The class will form small groups in order to discuss weekly topics. Each student will need to bring up one idea for discussion. After ten minutes, groups will “report out”, having other groups that reached the same conclusion join in. As you report out, the main points will be recorded on the whiteboard or screens using a computer or document camera.

DEBATE: The class will be divided and will be assigned opposing positions on an issue. Five arguments will be solicited from each side. At the conclusion, one or two students from each side will summarize their side’s argument.

ETHICAL DILEMMA: Professor will present an abbreviated case study with an ethical dilemma related to the class subject. Students will weigh in, after having a discussion with their assigned groups.

FISHBOWL: A fishbowl typically involves dividing students into two groups in the classroom: a smaller "inner circle" who discuss a topic and an "outer group" who observe. After the "inner circle" finishes discussing a topic, the outer groups will be asked to comment on both content and the process of the discussion. Professor will choose the discussion question or invite students to provide a question in advance.

COURSE ASSIGNMENTS

1. CLASS ATTENDANCE /PARTICIPATION (25%)
   As the course design depends heavily on class participation, students will be graded on a scale from 60% -100% for their attendance and 60%-100% for the participation (active participation in class and also during class PP presentation).

2. GROUP WORK & FINAL PRESENTATION: (50%)
   Groups will be assigned during class. Groups should foster Positive Interdependence. In a good group, students will need to rely on each other. Simultaneously, there will be a need for Individual Accountability. There will be need for face-to-face interaction and students will be allotted time during the class session to work together to achieve goals. Each student will be responsible for doing their fair share of work and mastering course material. Groups will be randomly assigned.

   Each group will present a formal in class PowerPoint to be viewed and critiqued by peers in class. Topics will be selected by the group and approved by the professor. Students will present on a current or recent event, local, national or international that meets the criteria discussed by the professor. The presentation will present the story of the victim/s, the incident based upon solid research and investigation of the case, legal precedence if applicable, media exposure or
influence (negative or positive), outcome of the case or story and any political or social change that was influenced as a result of the case. The group will also be responsible for the development of a plan/program/policy that might have prevented the event from taking place based on course materials and research. The presentation will also use the text Beyond Bullying as a formal resource to assess/evaluate the conditions of the case along with additional resources available on SAKAI and as researched by the group. Details and a rubric will be available on SAKAI.

3. PERSONAL JOURNALS: (25%)

Students will be responsible for keeping a journal (9 total entries) that will be uploaded to SAKAI and graded. This journal will be a daily/weekly diary of events. These events will reflect the students’ individual perspective of “THE BULLY” AND THE “VICTIM”. As well as responses to social injustices witnessed or in the news. The students will be asked to assess and evaluate the behaviors, views and actions of self and others. Are you a Bully – or have you been the Victim? Are you a bystander? How often do you see the victimization of others- Do you do anything about it? This journal will serve as a source of personal growth and social/global awareness.

➢ THERE WILL BE A TOTAL OF 9 JOURNAL ENTRIES THIS SEMESTER
DUE DATES: 10/4 JOURNAL SUBMISSION 1
10/25 JOURNAL SUBMISSION 2
12/6 JOURNAL SUBMISSION 3

GRADING SCALE:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100 %</td>
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<tr>
<td>B+</td>
<td>85-89.99 %</td>
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<tr>
<td>B</td>
<td>80-84.99 %</td>
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<tr>
<td>C</td>
<td>70-74.99 %</td>
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<tr>
<td>C+</td>
<td>75-79.99 %</td>
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<td>D</td>
<td>60-69.99 %</td>
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<tr>
<td>F</td>
<td>&lt;60%</td>
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Academic Integrity is vital to the mission of Rutgers, to education at Rutgers and membership in the Rutgers community. It is a core value that supports trust among students, and between students and teachers. It is also a shared value; administration, faculty and students each play a vital part in promoting, securing and nurturing it.

Academic dishonesty is not an individual act that affects only the students involved. It violates communal trust, impacts other members of the community, and is an offense against scholarship. For this reason, any instance of cheating or plagiarism will be dealt with harshly. Honesty matters. As a shared value, administration, faculty and students each play a vital part in promoting, securing and nurturing it. See the Rutgers Academic Code and Academic Oath at: [http://academicintegrity.rutgers.edu](http://academicintegrity.rutgers.edu)

**Attendance and Cancellation of Classes**: In accordance with Rutgers University regulations, attendance is expected at all regularly scheduled meetings of a course and individual courses may set policies for maximum absences. Please refer to the link below for more specific information [http://sasundergrad.rutgers.edu/academics/courses/registration-and-course-policies/attendance-and-cancellation-of-class](http://sasundergrad.rutgers.edu/academics/courses/registration-and-course-policies/attendance-and-cancellation-of-class)

As stated in the policy: “Students missing an occasional class for unverifiable illness or personal circumstances do not require written documentation or verification from the dean. In these circumstances, it is the responsibility of the student to submit the absence through the Rutgers Self-Reporting Absence website, which automatically generates email notification to faculty teaching the student.