
SEMINAR IN COMMUNITY PSYCHOLOGY: PREVENTING YOUTH VIOLENCE

PSYC 4713-201 | Fall 2018 | HSS 342 | TR 3:30 - 4:45pm

Contact Information

Professor Urmitapa Dutta

Office: HSSB 387

Mailbox: HSSB 3rd Fl

Urmitapa_Dutta@uml.edu

Office Hours

Tue and Thu, 1:30 - 3pm or by appointment.

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Course Description

An advanced seminar to consider special topics in community psychology with focus on critique of the theoretical and empirical literature, identification of future research pathways, and the potential for application with consideration of ethics and social responsibility. The topic of this seminar is youth violence, which continues to be a major public health concern in the United States. Preventing youth violence is an important component of creating peaceful and safe neighborhoods and just communities. In this course, we will use ecological and multicultural perspectives to understand different types of youth violence, the contexts in which they occur, and intervention strategies to address the violence. This is a writing-intensive course.



Required Readings

- APA Commission on violence and youth - How do we intervene?
- Blaisdell, B. (2016). Schools as racial spaces: Understanding and resisting structural racism. *International Journal of Qualitative Studies in Education*, 29(2), 248-272.
- Cahill, C. (2007). Doing research with young people: Participatory research and the rituals of collective work. *Children's Geographies*, 5(3), 297-312.
- Case, A. D., & Hunter, C. D. (2014). Counterspaces and the narrative identity work of offender-labeled African American youth. *Journal of Community Psychology*, 42(8), 907-923.
- Daiute, C., & Fine, M. (2003). Youth perspectives on violence and injustice. *Journal of Social Issues*, 59(1), 1-14.
- Heistein, J. (2009). Global Youth Connect: A model of youth activism on behalf of human rights, education and health. *Counselling Psychology Quarterly*, 22(1), 41-46.
- Frattaroli, S., Pollack, K. M., Jonsberg, K., Croteau, G., Rivera, J., & Mendel, J. S. (2010). Streetworkers, youth violence prevention, and peacemaking in Lowell, Massachusetts: Lessons and voices from the community. *Progress in Community Health Partnerships: Research, Education, and Action*, 4(3), 171-179.
- Ginwright, S., Cammarota, J., & Noguera, P. (2005). Youth, social justice, and communities: Toward a theory of urban youth policy. *Social Justice*, 32(3 (101)), 24-40.
- Javdani, S. (2013). Gender Matters: Using an Ecological Lens to Understand Female Crime and Disruptive Behavior. In *Perceptions of Female Offenders* (pp. 9-24). Springer.
- Langhout, R. D., & Annear, L. (2011). Safe and unsafe school spaces: Comparing elementary school student perceptions to common ecological interventions and operationalizations. *Journal of Community & Applied Social Psychology*, 21(1), 71-86.
- McIntyre, A. (2000). Constructing meaning about violence, school, and community: Participatory action research with urban youth. *The Urban Review*, 32(2), 123-154.
- Scheper-Hughes, N. (2004). Dangerous and endangered youth: social structures and determinants of violence. *Annals of the New York Academy of Sciences*, 1036(1), 13-46.
- Watts, R. J., & Flanagan, C. (2007). Pushing the envelope on youth civic engagement: A developmental and liberation psychology perspective. *Journal of community psychology*, 35(6), 779-792.
- Zimmerman, M. A., Stewart, S. E., Morrel-Samuels, S., Franzen, S., & Reischl, T. M. (2011). Youth Empowerment Solutions for Peaceful Communities: Combining Theory and Practice in a Community-Level Violence Prevention Curriculum. *Health promotion practice*, 12(3), 425-439.

Tips to do well in class

- ✓ Read the syllabus carefully and make sure you understand all the course requirements.
- ✓ Come to class regularly.
- ✓ Complete assigned readings and ask questions if you have doubts.
- ✓ Participate in class and ask questions.
- ✓ Take notes during class.
- ✓ Establish a study routine and stick to it.
- ✓ Come to office hours.
- ✓ Complete assignments on time.

Web Resources

You will be directed to specific internet resources whenever applicable. Below are a few resources that will be helpful throughout the course.

- **STRYVE: Striving to Reduce Youth Violence Everywhere** – Center for Disease Control: <http://www.cdc.gov/violenceprevention/stryve/index.html>
- **Lowell Community Health Center Teen Block**: <http://www.lchealth.org/adolescenthealth.shtml>
- **United Teen Equality Center**, Lowell: <http://www.utec-lowell.org/>
- **Power-U, Miami**: <http://www.poweru.org/>
- **The Community Tool Box**: <http://ctb.ku.edu/en>

Course Objectives and Outcomes

The overall objective of this course is to provide you with an opportunity to critically engage theory, research, and policy on youth violence prevention. We will examine youth violence in social and community context while privileging the perspectives of youth. Emphasis will be placed on understanding the current state of youth violence in schools and communities, evaluating effective and promising practices, and envisioning future directions for practice, policy and research. Specifically, activities will involve critically reviewing the state of youth violence in your own communities. We will use a combination of readings (journal articles and book chapters), documentaries, organizational case studies, and violence prevention policy literature developed by the Center for Disease Control and Prevention (<http://www.cdc.gov>). This course is guided by a strong social justice orientation, meaning that we will explore ways in which we can advocate for youth empowerment and violence prevention in our communities, especially issues affecting youth from marginalized communities.

Essential Learning Outcomes (ELO)

The UMass Lowell Core Curriculum weaves seven Essential Learning Outcomes (ELOs) into every student's educational experience. This seminar addresses two of these ELOs:

- **Social Responsibility and Ethics:** This will enable you to shape the world to improve life in your community and beyond. On successful completion of the course, you should be able to: identify, analyze and defend your own attitudes/beliefs towards societal moral issues; evaluate the impact of actions toward social good; design a project that addresses community needs and defend it from a moral standpoint; and critical evaluate solutions to social problems.
- **Written and Oral Communication:** This will enable you to express ideas to professional peers with purpose and clarity. On successful completion of the course, you should be able to: demonstrate clarity and quality in writing; organize and advance written arguments; develop and present your ideas in oral form; and write for multiple audiences.

The course assignments that will assess your progress toward these ELOs are: **1) Discussion papers, 2) Community Advocacy Project, and 3) Final Paper.**

Please refer to the appendix for a more detailed description of the outcomes and how the assignments assess them.

Course Outcomes

On successful completion of this course, you should be able to:



Define youth violence using ecological and social justice perspectives.



Describe the causes and correlates of violence in diverse contexts such as schools, media, gangs, and sociocultural systems.



Identify important methodological and ethical considerations in youth violence research.



Synthesize research literature to advocate for youth violence prevention in your community.



Identify and explain the interplay of factors that affect the likelihood of youth engaging in and being victims of violence



Present your ideas in in a professionally formatted written paper and oral presentation.

Teaching Philosophy

I believe that students learn best when they engage with the topic under study and can relate it to their own lives. Consequently, I will create opportunities for you to bring in relevant experiences to class. I expect students to take some ownership over the classroom experience, holding themselves and others accountable. Therefore, success in this course entails mutual preparation, engagement, and participation. I am available to help you, but you need to want to learn it, and put effort into doing your part of the process as well. My teaching of this course is also guided by a strong social justice orientation. This means that we will focus on creating more just, fair, and equitable conditions for youth development.

Course Requirements

Note: Refer to Appendix for detailed instructions, submission guidelines, and late submission policy.

I. Attendance and Participation (10%): You will receive a point for each day you attend class **and** participate in class activities. You must be present for the **entire class** and **participate** in the day's lesson. You will have opportunities to show that you have completed the assigned readings and materials for the day's class through class activities, pop quizzes, and quick writes distributed across the semester. You are allowed **up to two** absences. No notes are necessary for those absences. Beyond that, your absence will be reflected in your grade. If you are sick, have a family emergency, or other extenuating circumstances, please inform me as soon as possible. I might make an exception at my discretion but you may be asked to submit supporting documentation.

Note that you have to be on time to receive your attendance points. If you come to class more than 10 minutes after the start of class, you will forfeit your attendance points.

Please remember that if you have not thoroughly read the material, reflected upon it, asked yourself questions, connected it to information you already know, etc., you are going to have significantly less to contribute to the rest of the class. You will have the benefit of learning from your fellow classmates but they will not be able to benefit from your thoughts and reflections if you do not engage in that process. Our class will be much more interesting for everyone if you are well prepared.

II. Discussion Papers (20%): Over the course of the semester, you are required to submit 5 discussion papers based on course readings. Please check the course schedule for cut-off dates. The goal of these is to help you think critically through assigned readings. For each write-up, you will pick from a list of prompts and respond to a particular reading/topic. The write-ups should be **1.5-2 double spaced typed page** and **must not exceed 2 pages**. You are required to upload your write-ups on to Blackboard by **11:59pm on the day that it is due**. Each paper is worth 4 points. Note that **no late submissions will be accepted**. I will also not accept emailed, handwritten, or late write-ups. You may submit late write-ups in case of a legitimate health or family issue **but only** if I have approved it. You must notify me as soon as possible and within 24 hours of missing the deadline. Beyond that, I will not consider any late submissions.

Refer to Class Schedule and Appendix A1 for more detailed instructions and guidelines.

III. Class Presentation (10%): You will each do a class presentation based on a particular week's topic. We will decide on the order during our first class. You will do your presentations individually. Presentations must draw upon the reading assigned for the day and must include:

- An opportunity for class discussion (either small group discussion or whole group discussion) around a particular topic(s)/question(s) AND/OR

- A brief activity (either individual, small group, or whole group activity) that helps classmates understand a particular concept or discuss/brainstorm ideas directly relevant to the topic.

Your presentation can include using Powerpoint, video clips (not extended pieces of video), etc. Each individual presentation should be timed for **10-12 minutes**. Note that it must not be less than 10 minutes and must not exceed **15 minutes**. You will provide me with a hard copy of your presentation as well as the sources you used for the presentation. You will hand those in on the day of your presentation.

You obviously have to be present in class to get the points for the presentations. No make-up assignments will be considered except for documented emergencies. You must notify me as soon as possible and **within 24 hours** of missing the deadline. Beyond that, I will not consider any requests.

Grading is as follows: Quality of discussion prompts (3 pts) + Quality of activity design (3pts) + Overall quality of presentation, timeliness, length, etc. (2pts) + Submission of write-up (2pts)

IV. Community Advocacy Project (30%): This is an applied assignment. You will work in small groups for this project. As part of this project, you will apply your developing knowledge of youth violence theory and research to: i) identify factors associated with youth violence in your own communities, and ii) develop an awareness/advocacy campaign drawing up on the course materials. You will have several in-class opportunities for group work. **Refer to class schedule and Appendix A2 for more detailed instructions and guidelines.**

V. Final Paper (30 %): As part of this assignment, you will identify a topic within the area of youth violence prevention that is relevant to community and applied social psychology perspectives that we have covered in this course. Your task is to develop a critical analysis of the existing literature by drawing upon principles, theories, and/or existing research in community psychology. You will find **10-12 recent primary sources** on your chosen topic and provide a review of the topic, along with a discussion synthesizing the articles. You may use the readings from class but those will **not** be counted in the 10-12 articles.

Due dates: You are required to submit your preliminary topic (200-250 words) for **approval** by **11:59pm on Oct 16**. The final paper must be in APA format, 12-15 pages, double-spaced (including references but not including title page and abstract. The final paper is due on Blackboard by **11:59pm on Tuesday, December 18**. You will lose 1% of you earned grade for each day that you are late (including weekends and holidays). **No papers will be accepted after 6pm on Friday, December 21.**

Refer to class schedule and Appendix A2 for more detailed instructions and guidelines.

Grading Policy

Grade Breakdown:

	Total points possible	Weight
Attendance & Participation	27	10
Class Presentation	10	10
Discussion Papers	20	20
Community Advocacy Project	30	30
Final Paper	100	40
Total	187	100

Letter Grade			
A	93 - 100	C+	77 - 79
A-	90 - 92	C	73 - 76
B+	87 - 89	C-	70 - 72
B	83 - 86	D+	67 - 69
B-	80 - 82	D	60 - 66
		F	0 - 59

Note: All the assignments are not weighed equally. Your weighted grade for a particular assignment can be calculated using the following formula:

Grade = (P / Total points possible x Weight), where P refers to your points in the assignment.

For example, if you receive 90 points on the final paper, your weighted grade will be as follows:

Your grade = $(90/100) \times 30 = 27$.

Re-Grading Policy: If you are dissatisfied with your grade on an exam or paper, discuss it with me. All assignment re-grades will be done for the entire test/assignment, not just the part you are dissatisfied with. The re-grade will be the final grade, even if it is lower than the original grade.

It is your responsibility to keep track of your scores in Blackboard. Keep copies of all of your graded work in case any discrepancies arise. If you notice that a score has been incorrectly entered into Blackboard, you must show me the original paper with the correct grade before finals week. If you are unable to produce the graded work, you will receive the grade that appears in Blackboard.

Course Expectations

Generally, you should expect to devote at least 6 hours per week outside of class, on average, in order to keep up with course requirements. In accordance with federal regulations that define a credit hour, this number should be at least 2 hours for every 1 credit of the course. I am available to you for 2.5 hours of class time & 3 hours of office hours weekly.

Throughout the course of this class, I expect you to be engaged in the following ways:

Reading: Each week you will generally read 1-2 primary source articles. Articles will be available for download from the course Blackboard site. It is important that you not only read the material but that you “digest” the material. This means that you are attempting to understand and apply the content. It is this type of digesting of the material that will help you engage in the material.

Active listening and comprehension: I will spend some time going over key concepts and highlights of assigned readings. I expect you to listen carefully, take notes, and ask questions to clarify and solidify your understanding.

Discussing: This class requires you to talk with your fellow peers & with me. This will be aided by the class presentations.

Writing: Writing is an art that needs to be practiced. I expect you to take notes in class & while you read. You will also be writing for your exams & for your other assignments.

Policies

Classroom Environment: It is essential that our classroom be a place where people feel comfortable expressing their thoughts without fear of unduly critical or judgmental responses.

- I expect all of my students to be respectful of the varied experiences and backgrounds presented by classroom members. You may expect the same level of respect from me.
- Disrespect or discrimination on any basis, including but not limited to ethnicity, sex, sexual orientation, physical ability, social class, religion, or value system, will not be tolerated.
- While it is important for you to participate in class discussions, it is imperative that you do so in a way that is not disrespectful to others.
- Similarly, disruptive behavior (including lateness/leaving early) is also not acceptable and may result in the offending student(s) being excused from class.

Cell phones, iPods, MP3 players, and browsing the internet are not allowed during class. If I see using your cell phone or browsing the internet while in class, you will forfeit your attendance points for the day.

Communication Policy: E-mail is a great way to get in touch with me regarding any questions you have about the class. Please allow enough time for me to receive and respond to your e-mail. I check my email a few times a day and in most circumstances, I

will do my best to respond within **1-2 business days**. I expect the same from you.

- If what you ask is a good question that is relevant to the rest of the class, I will frequently address your question in class instead of responding to the e-mail.
- Alternatively, you may ask a question that is far too detailed or complex to be answered over e-mail. In these

instances, I will suggest that you drop in during my office hours or make an appointment to speak with me in person.

•Before sending me an e-mail, please ask yourself: Can I answer

this question myself (e.g.,

information is available on syllabus or Blackboard). Important emails regarding the course will be sent to your UML email accounts. If you do not check your UML email account, you should have that email forwarded to an account you do check. I will only send emails to UML accounts.

Policy on Late Work & Missed Exams:

Refer to assignments for specific policies regarding late work.

Accommodations: In accordance with University policy and the ADA, I will happily accommodate students with documented disabilities confirmed by the Office of Disability Services SDS (disability@uml.edu; University Crossings Suite 300, [978-934-4574](tel:978-934-4574)). If you have a documented disability that will necessitate academic accommodations, please notify me during office hours or after class as we respect, and want to protect your privacy. If you have a disability and are not currently receiving accommodations please contact SDS to arrange accommodations moving forward.

To inquire about University class cancellation due to weather call (978) 934-2121.

Communicating your individual needs can allow us to co-develop learning strategies that will hopefully lead to academic success.

Additionally Student Disability Services supports software for **ALL** students. Read&Write Gold is literacy software that allows you to read on-screen text aloud, research and check written work, and create study guides. You can download the software from the IT Software webpage on the UML website: <https://www.uml.edu/IT/Services/Software/Read-Write-Gold.aspx>

Incomplete Grade: The symbol INC (incomplete) is a temporary notation, which is assigned for incomplete work in courses when the records of students justify the expectation that they will obtain a passing grade but for emergency reasons they have missed a part of the course requirement. Any missed final examination or other final course evaluation requires a student explanation within 48 hours so the instructor can file the proper course notation with the Student Records Office. A student who has evidenced an unsatisfactory course record, who has failed to complete a major portion of course

requirements, or who fails to provide the instructor with a satisfactory reason for absence from a final examination or final course evaluation within the specified 48 hour period may not be assigned the letter symbol INC.

Academic Integrity: This is a friendly reminder about cheating and plagiarism—don't do it! Any student who is caught cheating on an exam, writing another student's project, or copying from another source (e.g., a website, a magazine, a published research article, another student's paper) without proper citations will be disciplined under the University's regulations for academic honesty. **Note that this includes re-using your own assignments from other courses.** All work in this class must be original and not written in part or full by your friend, roommate, tutor, etc. **All assignments are individual assignments unless explicitly stated otherwise.** Students who violate the academic principles of this University may receive a failing grade on the assignment, receive a failing grade in the course, or be suspended from the University. The University's website on academic honesty is: <http://www.uml.edu/Catalog/Undergraduate/Policies/Academic-Integrity.aspx>

Course Schedule (tentative)

Note: I might make some changes to the following schedule based on class needs. You will be given advance notice if and when such changes occur. Any change will be posted on Blackboard so make sure you check the site regularly.

No.	Date	Topic	Readings/Tasks
Orientation and Scope			
1	6-Sept	Introductions	Assignment of groups for advocacy projects Class presentation schedule
2	11-Sept	Orientation and syllabus review	Before coming to class: <ul style="list-style-type: none"> • Carefully read and review the syllabus (especially the appendices and policies). • Go over Blackboard and familiarize yourself with how course materials are organized. • Read (on Blackboard): Home page - Resources - Reading guide - how to read journal articles
3	13-Sept	Defining youth violence - I	Daiute & Fine (2003)
4	18-Sept	Defining youth violence - II	McIntyre (2000) Class presentations #1 and #2
5	20-Sept	Human rights perspective	Heistein (2009) Class presentation #3
6	25-Sept	Researching youth violence	Cahill (2007) Discussion Paper #1 due by 11:59pm: Pick any reading (and class discussion) from Sept 13 through 25 to write your paper.
Types of Youth Violence			
7	27-Sept	Gang violence	Frattaroli et al., (2010) Class presentations #4 and #5
8	2-Oct	Structural violence	Scheper-Hughes (2004)
9	4-Oct	Case study: Youth violence and violence prevention in Lowell	Guest speaker: Eric Johnson, Violence Prevention Coordinator, Teen BLOCK Instructions will be provided prior to class.

No.	Date	Topic	Readings/Tasks
***	9-Oct No Class - Monday schedule		
10	11-Oct	Juvenile delinquency	Javdani (2013) Class presentations #6 and #7
11	16-Oct	Writing research papers in psychology	Final paper topic due on Blackboard by 11:59pm (It is recommended that you bring a hardcopy to class so that you can ask questions/get feedback).
12	18-Oct	Schools as contexts of youth violence - I	Langhout & Annear (2011) Class presentations #8 and #9
13	23-Oct	Schools as contexts of youth violence - II	Blaisdell (2016) Class presentations #10 and #11
Prevention and Intervention			
14	25-Oct	An ecological framework for youth violence prevention	Blackboard Handout Discussion Papers #2 and #3 due by 11:59pm: Pick any 2 contexts of youth violence (gangs, structural violence, juvenile delinquency, or schools) to write a paper on each of those (based on the corresponding readings).
15	30-Oct	Examining youth violence in our communities	Community Survey due in class; upload on Blackboard by 11:59pm
16	1-Nov	Development of counterspaces for youth	Case & Hunter (2014) Class presentations #12 and #13
17	6-Nov	Final paper tutorial	Group work: Come prepared to discuss your paper topic and report on your progress.
18	8-Nov	Youth empowerment solutions	Zimmerman et al. (2011) Class presentations #14 and #15
19	13-Nov	Youth advocacy project	In-class group work (graded)
20	15-Nov	Youth civic engagement	Watts & Flanagan (2007) Class presentations #16 and #17

No.	Date	Topic	Readings/Tasks
21	20-Nov	Youth civic engagement contd.	Documentary screening and analysis <i>Not MyPlace – Bridging the gap between young people and politics</i> (Draws on research data and explores some key findings on political participation with a group of young people who are active and engaged in local political issues and youth democracy.)
22	27-Nov	Youth advocacy project	In-class group work (graded) Discussion Papers #4 and #5 due by 11:59pm: Pick any 2 approaches to youth violence prevention (counterspaces, youth empowerment, youth advocacy, civic engagement, and policy) and write a paper on each of those (based on the corresponding readings).
23	29-Nov	Prevention policy	Ginwright, Cammarota, & Noguera (2005)
24	4-Dec	Review of prevention approaches	APA Commission on violence and youth - How do we intervene?
Applications			
25	6-Dec	Youth advocacy project presentations: Groups 1 and 2	Powerpoint presentation must be uploaded on Blackboard by midnight.
26	11-Dec	Youth advocacy project presentations: Groups 3 and 4	Powerpoint presentation must be uploaded on Blackboard by midnight.
27	13-Dec	Youth advocacy project presentations: Groups 5	Powerpoint presentation must be uploaded on Blackboard by midnight.
	18-Dec	Final paper due by 11:59pm on Tuesday, December 18	

Appendix A1: Discussion Papers

Over the course of the semester, you are required to submit **5 discussion papers** based on course readings. Please check the course schedule to see when they are due. The goal of these is to help you think critically through assigned readings. For each write-up, you will pick from a list of prompts to respond to a particular reading/topic. The write-ups should be **1.5 to 2 double spaced typed page** and **must not exceed 2 pages**.

You are required to upload your write-ups on to Blackboard by **11:59pm on the cut off date**. Each paper is worth 4 points. Note that **no late submissions will be accepted**. I will also not accept emailed, handwritten, or late write-ups. You may submit late write-ups in case of a legitimate health or family issue **but only** if I have approved it. You must notify me as soon as possible and within 24 hours of missing the deadline. Beyond that, I will not consider any late submissions.

Schedule of cut off dates

Note: Even though the cut-off date for Papers 2 and 3/ 4 and 5 are the same, it does not mean that both papers are due together. It simply means that you have some flexibility to decide the topic and the timing to submit 2 papers. Think of it as having a month to complete 2 papers. You do not have to wait till the last moment to submit both papers.

No.	Cut off dates	Description
Discussion Paper #1	Sept 25	Pick any reading (and class discussion) from Sept 13 through 25 to write your paper. You may combine readings if you like.
Discussion Paper #2	Oct 25	Pick any context/type of youth violence (gangs, structural violence, juvenile delinquency, or schools) to write a paper on that (based on the corresponding readings). You may combine readings if you like.
Discussion Paper #3	Oct 25	Pick any context/type of youth violence (gangs, structural violence, juvenile delinquency, or schools) to write a paper on that (based on the corresponding readings). You may combine readings if you like.
Discussion Paper #4	Nov 27	Pick any approach to youth violence prevention (counterspaces, youth empowerment, youth advocacy, civic engagement, and policy) and write a paper on that (based on the corresponding readings). You may combine readings if you like.

Discussion Paper #5	Nov 27	Pick any approach to youth violence prevention (counterspaces, youth empowerment, youth advocacy, civic engagement, and policy) and write a paper on that (based on the corresponding readings).
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Prompts

You may pick from any of the following prompts to respond to in your discussion papers:

General prompts (these apply to any reading):

- What did you learn about the concept of youth violence in this reading? How is it different from your previous notions of youth violence? Discuss what you found interesting and useful.
- How does this reading/topic expand the notion of violence? Discuss one new concept that you learned in this reading and its implication for understanding and preventing youth violence?
- What are the key concepts/ theoretical framework presented in this paper? Outline their contributions to youth violence prevention.
- This article raised some very important points including A, B, and C. The arguments made differed from/are similar to xxxx who argued that.....Evidence to support the ideas in this article comes from.....

Specific article prompts (These apply to the particular articles in parenthesis , i.e., if you decide to base your discussion papers on those readings, you could use the prompts below)”

- What is participatory action research? Why is it useful for researching youth violence? What are some ethical considerations in doing participatory action research? (Cahill, 2009)
- What is structural violence? How is it different from direct or physical violence? Discuss why it is important to consider structural violence in order to prevent youth violence? (Scheper-Hughes, 2004)
- Discuss the distinctive features of the Street workers program. How has it proven effective for reducing gang violence? (Frattaroli et al., 2010)
- Briefly describe each of the following with respect to female crime and disruptive behavior: Person-centered approach, person-mediated approach, and ecological approach. Discuss which is the recommended approach and why. (Javdani, 2013)
- Discuss the framework of youth sociopolitical development proposed by Watts and Flanagan. How does this framework address existing gaps in the field? (Watts & Flanagan, 2007)

Prompts for papers that report an empirical study (These apply to papers where the researchers have conducted an empirical study - i.e., they have designed a study, collected and analyzed data, and report findings/implications.)

- What was the objective of the study? What methods did the researcher use? What were some of the key findings? What are some potential implications/applications of these findings for youth violence prevention?
- Discuss at least two major findings of the study and their implications/applications of these findings for youth violence prevention.

Formatting instructions:

- The title of the paper should contain the topic or reading reference and your name. Do not include any other information.
- Double-spaced, typed using Times New Roman 12 pt. font
- 1.5 to 2 pages (not to exceed 2 pages and should not be less than 1.25 page)
- No need to provide references.

Grading specification

Grading will be based on the following criteria (weighed equally):

- **Content:** Coverage of key concepts/implications with sufficient depth); expression of ideas in own words (not lifted from the readings)
- **Analytical approach:** Grounded in evidence from readings (theory/research studies) readings and not based on individual opinions
- **Comprehensiveness/scope:** Adequate detail and length
- **Quality of writing:** Attention to grammar and syntax, use of paragraphs and bullet points to separate ideas/points when applicable, adherence to formatting instructions, proofread before submission.

Additional things to consider while writing your papers

- Anchor the discussion post on the content of the readings
- When responding to questions that require you to reflect on what you have learned, it is fine to mention what you used to think earlier but do not spend more time on that than what you actually learned.
- Do not lift quotes or text from the readings to include in your paper. I already know what is in the readings – I am interested in knowing what you understood from the readings and whether you are able to articulate your understanding.
- Focus on your analysis, not opinions – there will be opportunities in class to share your opinions and experiences but the discussion papers are meant to help you build your analytical skills, i.e., are help you become adept at identifying and articulating important concepts and arguments in the literature.
- An opinion is an impression, judgment, viewpoint, or statement that is not conclusive. What makes analysis different from a personal statement is expertise or evidence. If you

provide an opinion or impression, you have to back it up – provide a reasoned argument or a rationale based on existing theory or research.

- Your personal opinions have their place and you may share them in class to generate discussion or clarify your doubts BUT in discussion papers or other class paper, avoid phrasing such as: “I personally think...” “I believe that...” “In my opinion” “I feel that...”

Appendix A2: Community Advocacy Project

With your growing knowledge of social psychological research on youth violence and violence prevention, you are uniquely positioned to be an effective advocate for youth violence prevention efforts. Effective advocates share their research and their convictions with elected officials and the broader public to promote change. You will learn some of these skills and will have the opportunity to practice them through this group assignment. The project includes **3 classes assigned to in-class group work** to help you develop your project with group members. There will be structured activities to help you progress toward your final group presentation. These activities will be graded.

This project will consist of the following steps:

Step 1: Learning about/from your communities

In order to prevent or address youth violence in your communities, it is essential that you have an understanding of the different forms of violence that impact youth in your communities. It is possible that group members may belong to different communities and face different problems. In this part of the group project, you will learn about your own communities as well as that of your group members. You will act as researchers in your own communities. Use the articles, class discussions, and other related materials as resources to help you understand youth violence in your own communities.

As part of this exercise, each of you will fill out a **Community Survey** as it pertains to your own neighborhood/city.

***** A hardcopy of the community survey is due at the beginning of class on Oct 30. *****

In class you will share your survey with group members and discuss:

1. What are the common forms of youth violence? Are there commonalities across different communities? What are the differences in the forms of youth violence in the different communities being surveyed?
2. What are the contexts in which the said violence occurs? Are there differences in the communities surveyed (e.g., urban/rural, well-resourced/under-resourced, demographics, etc.)?
3. Are there programs or organizations currently trying to address the violence in your communities? What do you think about the adequacy and effectiveness of those efforts? What other resources are there for youth?

Step 2: Identifying an advocacy issue

While it is important to address the many different kinds of youth violence, for this part of the project, you have to decide as a group, **a concrete issue from one of your community surveys** that you want to raise awareness about or advocate for. This means that it must be an issue grounded in a real community.

Step 3: Developing an Awareness/Advocacy Plan

Once you have decided on an issue that you will advocate for, the next step involves planning your strategy. Your goal is to develop a plan that you could present before a community, school, elected representatives, or any audience of your choice. As a group, you will build:

1. The **rationale** for why this issue associated with youth violence is so important to address. What do people need to know about this issue? Draw from course readings and class resources to make a case.
2. **Ideas** for what could be done at the level of local community to address some of these problems. Again, use your course materials as resources. These suggestions may range from creating awareness among particular stakeholders to advocating for particular resources or prevention programs for youth. How would you incorporate **youth voice** in these awareness/advocacy efforts?

Step 4: Advocating for your Issue

Finally, you will have to present your advocacy plan (above) before the class. Your **18-20 minute** group presentation will consist of:

1. Statement/description of your issue – the problem – the communities where it is an issue – who it affects
2. A compelling rationale for why it needs to be addressed
3. Your awareness/advocacy plan: The rule of this is “show, not tell.” Meaning, don’t tell us what you would do, but show us a sample of how you would go about the awareness/advocacy effort in real life. In other words, you will need to identify a target audience and the rest of the class would take on the role of that audience. Be sure to incorporate youth voice or have a plan for how to do so in your effort.

Along with powerpoint presentations, you can also use skits, pictures, poster, videos, brochures, activities, etc. or any combination of these in your presentation. The goal is to communicate to community members, organizations, schools, or policy makers about the significance of the specific youth violence related issue.

Each group must upload their powerpoint presentation and other materials used on Blackboard by 6pm on the day that their group presents in class.

Dates for graded group work: Oct 30, Nov 13, and Nov 27

Grading specification

Community surveys (individual)	8 pts
In-class group work	4 x 3 = 12 pts
Class presentation	10pts
i) Statement of problem and rationale offered	2 pts
ii) Ideas for incorporating youth voice	2 pts
iii) Ideas for awareness/advocacy	5 pts
iv) Overall quality of presentation	1 pt
Total	30pts

Note:

—You are required to bring a hardcopy of your Community Survey to class on Nov 13. You will be using it for class discussions. Failure to do so will result in **deduction of 1 pt**. No late submissions will be accepted except in case of documented emergencies. It is your responsibility to inform me no more than 24 hours after the deadline.

—You have to be present in class and participate in your group’s activities to receive these points. If you are unable to be in class for unavoidable reasons, inform me and your group members as soon as possible. I will exercise my discretion to determine alternatives (if any).

Presentation Schedule

Date	Group
Dec 6	Groups 1 and 2
Dec 11	Groups 3 and 4
Dec 13	Group 5

Appendix A3: Final Paper

As part of this assignment, you will identify a topic within youth violence prevention that is relevant to community and applied social psychology perspectives that we have covered in this course. Your task is to develop a critical analysis of the existing literature by drawing upon principles, theories, and/or existing research in community psychology. You will find **10-12 recent primary sources** on your chosen topic and provide a review of the topic, along with a discussion synthesizing the articles. **At least 3** of the sources must have a publication date of 2015 or later. The discussion should contain at least three key issues/findings/implications that emerge from your review of the articles. You may use the readings from class but those will **not** be counted in the 10-12 articles.

—Note that the key to a successful review paper is to integrate the findings **across** several primary sources (scholarly books and journals; refer to tutorial on primary sources). You should not simply summarize one reading at a time. Rather, you should synthesize the findings to the extent possible, by determining where there is agreement among papers versus where there are contrasting findings, etc.

—Also note that not all sources are used equally – some may be more useful for definitions, some for the review itself, while others may offer statistical data or otherwise support your claims. Always provide appropriate citations.

—The paper should be written using APA style and must be accompanied by a title page, abstract, and appropriate references. Please use the tutorials/templates in the Writing Resources folder to guide you.

Topic Identification and Approval

You are required to submit your preliminary topic for approval by **11:59pm on Oct 16**. You may submit a brief statement (about 200-250 words) stating the topic and what you hope to accomplish in your paper. I do not expect it to be fully thought out at this point. Rather, I am looking for a preliminary idea and the purpose of this process is to give you more feedback and direction to help you hone your paper topic. At the approval stage, I may ask you to narrow or broaden/modify your scope, suggest journals and other resources as you move forward.

The topic approval process is worth **5%** of the final paper grade. You will forfeit 2 pts if you submit between October 17 and 11:59 pm on Oct 23 and 3 pts if you submit after Oct 24 up until Nov 6. Beyond that, you will not receive any points for topic approval.

Final Paper

The final paper must be in APA format, 12-15 pages, double-spaced (including references but not including title page and abstract). The final paper is due on Blackboard by **11:59pm on Tuesday, December 18**. You will lose 1% of you earned grade for each day that you are late (including weekends and holidays). **No papers will be accepted after 6pm on Friday, December 21.**

Paper Content

-**Title page** (Title, name, date, etc., in APA format)

-**Abstract** (150–200 words) – new page

-**Main Body (12-15 pages):**

○**Introduction:** The paper should begin with a brief introduction of the topic for a general social science audience – what is the topic? What is its significance? What is the main purpose/objective of this paper? The early part of the introduction must also have the **thesis statement**, i.e., 1-2 sentences that capture the main idea/message/arguments of your paper. Refer to additional materials in the Writing Resources folder for guidance on how to construct a thesis statement. **Thesis statement must be in bold.** At the end of the introduction, the reader should have a sense of the structure/flow of your paper. In other words, briefly mention the major sections/ideas that the readers should expect.

○**Review of literature:** It is a good idea to split your paper up into different sections (with headings and sub-headings) that break the paper up for the reader. You should think about having around 3-4 sections in addition to the introduction, discussion, and conclusion. The number and kind of sections depends *entirely* on the subject matter, the points you wish to make, and what you choose to include in the paper. Depending on the topic, you may also decide to focus more on theoretical frameworks or methodological issues rather than empirical studies.

○**Discussion:** In this section you will discuss **three** key points or implications based on the articles you have reviewed. These may include: what are the key findings or take-home points? Why are they important? What do you learn about youth violence and/or prevention from the review? Is there agreement between the different papers? Are there contradictory findings? What do they mean? Are there gaps revealed in your review? What are the implications of your findings for intervention, prevention, or policy? Do you have ideas for future research on the topic based on current studies? You may use the articles you have read in class to help you. **Each new point must begin on a separate paragraph.**

○**Conclusion:** The paper must have a solid conclusion that ties up the paper, reiterates objectives and highlights key implications; something along the lines of: “This paper set out to study the role of XXX in YYY. A review of XXX suggested that.... Remember that your conclusion builds upon/follows from your paper – no new ideas must be introduced here.

○**References:** Alphabetical order by author. Use APA style for both in-text citations and complete references at the end of the paper.

Formatting Instructions

—Your paper should follow APA format in terms of title page, abstract, margins, spacing, punctuation, and citation/references.

—It should be double-spaced using Times New Roman 12pt fonts.

Resources

Please refer to the Writing Resources folder on Blackboard to access a variety of tutorials and guidelines (e.g., on topics such as APA style, primary and secondary sources, databases, thesis statement, etc.) to help you write your paper.

Grading

Category/Item	Maximum points
Topic Approval	5
1) Abstract	5
2) Content	
• Introduction	20
Thesis statement	5
Statement of objectives	5
Rationale/importance	5
Outlining structure of paper	5
• Literature review	45
Relevance, number, and appropriateness of articles	10
Quality of synthesis across sources	10
Linking to youth violence	10
Community psychology and other relevant perspectives	10
Ecological analysis – moving beyond individual level of analysis	5
• Discussion	10
Overall quality of synthesis	4
Description of three points	2 x 3 = 6
3) Format, style, and organization	15
Sentence, paragraph structure, and grammar	5
APA style (for all the sections)	3
Organization of sections	2
Proper citation and references	2
Proofreading	3
TOTAL	100

Appendix B: Campus Resources

Dean of Students' Office / Office of Student Affairs: The primary responsibility of Student Affairs is the welfare of all students enrolled at UMass Lowell. We provide students with the resources and assistance for students to graduate as well rounded, active contributors to their communities. Email: <https://www.uml.edu/student-services>; Location: 2nd floor of University Crossing.

- **Single Point of Contact:** If you are homeless or are in fear of becoming homeless, or if you are food insecure, and you want assistance, please go to the Dean of Students' Office located on the 2nd floor of University Crossing.
- **UMASS Lowell Navigators' Food Pantry:** Please visit the food pantry located in University Crossing, room 104 if you need assistance securing food; we are open Monday-Friday from 3pm-7pm. All you need is your student ID to access the food pantry; there is no charge for food, toiletries, or other resources we offer.

Wellness Center - Call 978-934-6800 to schedule an appointment with any of the Wellness Center Departments. While walk-in appointments are not available, the staff will schedule you in a timely manner. The Wellness Center is located on the 3rd floor of University Crossing.

- **Health Services:** As part of the Wellness Center, Health Services provides diagnosis and treatment of episodic illnesses such as headache, colds, sore throats, mono, nausea, vomiting, rashes, sprains, vaginitis and urinary tract infections, etc. We provide evaluation and treatment of minor injuries as well as gynecologic care, contraceptive management and counseling, diagnosis and treatment of sexually transmitted infections, health and wellness counseling, the administration of immunizations and laboratory work.
- **Health Education:** As part of the Wellness Center, Health Education & Promotion offers students a variety of resources for health information. Students may speak directly with their health care provider at the time of an appointment, or may contact one of our Health Educators for information. The health educators work collaboratively with students, faculty, staff and community organizations to provide a range of programs, materials and interactive activities covering topics such as alcohol and other drugs, stress, depression and anxiety, healthy relationships and sexual health, nutrition and disordered eating behaviors, and sleep. The HEP Department sponsors Peer-to-Peer Health Education groups: CAPE and Healthy HAWKS. Look for their programs offered throughout the year.
- **Counseling Services:** As part of the Wellness Center, Counseling Services at UMass Lowell provides mental health counseling, consultation and referrals to help students achieve personal and academic success. We also assist students in better understanding and coping with their feelings, relationships, and choices surrounding their academic success. If you visit our webpage you will find free and anonymous online screening tools that may provide you with useful information regarding your mental health.

• **Disability Services:** As part of the Wellness Center, the Disability Services staff promote diversity and inclusion at UMass Lowell by partnering with the campus community. We create equal access by removing barriers, promoting diversity, employing universal design and striving for inclusion. Visit our webpage for information, forms, and policies. Also, Disability Services supports software for **ALL** students. Read&Write Gold is literacy software that allows you to read on-screen text aloud, research and check written work, and create study guides. You can download the software from the IT Software webpage on the UML website: <https://www.uml.edu/IT/Services/Software/Read-Write-Gold.aspx>. Additionally, Disability Services reviews and approves students' requests for accommodation based upon the recommendation of the student's provider.

Accommodations: University of Massachusetts Lowell is committed to serving all students without regard to disability status or religion, and in accordance with regulations and policy. Students may request accommodations based on disability or religion. Students are not required to provide specific information to their faculty members about the reasons for their requests. Please note that not all requests for accommodation can be granted. The law allows the University to consider input regarding the technical / content requirements for courses in making its determination. Accommodation requests for medical reasons should be directed to Disability Services, disability@uml.edu.

- Students with known disabilities are encouraged to register prior to the start of their first semester. Once accommodation(s) are approved, students should inform their faculty members of those accommodations as soon as possible. To protect privacy, students may prefer to speak with their faculty members privately during office hours or after class.
- If a syllabus requires that a healthcare provider's note be given to a faculty member to excuse a medical absence from a class or scheduled exam date, the healthcare provider's note does not need to indicate the nature of the medical condition.
- If you believe you may miss classes due to a disability, and are registered with Disability Services, please contact the staff to discuss your options.
- Requests for accommodation for religious reasons should be directed to Equal Opportunity and Outreach at 978-934-3565, Wannalancit Mills, Suite 301.

Centers for Learning and Academic Support Services (CLASS) provide a range of services that may be helpful to you in accomplishing your academic coursework. The Center has offices on both South (O'Leary Library, 3rd Floor) and North (Southwick, Room 308) Campuses. Tutoring, career planning and a computer lab are free and available to all students on a drop-in basis or by appointment. Their website is <http://class.uml.edu>.

The Writing Center offers writing tutoring to undergraduate and graduate students in all phases of the writing process. Students may make an appointment for one-on-one assistance from trained writing tutors. The professional team at the Write Place works closely with the English Department to offer assistance to all University students to improve and support writing across the curriculum. Their website is: <http://www.uml.edu/CLASS/Tutoring/The-write-place.aspx>

Libraries: The University libraries have lots of resources and well-trained staff to help you learn to find a book, do a search for materials, etc. There are three libraries: O’Leary on South Campus, Lydon on North Campus, and Center for Lowell History (in the Patrick J. Mogan Cultural Center). Services offered by the library include: individual reference desk assistance, one-on-one consultations by appointment (call the north campus library, Lydon Reference at (978) 934-3213 or the south campus library, O’Leary Reference at (978) 934-4554, library workshops, and tours (scheduled throughout the semester). Their website is <http://library.uml.edu/home/>

Veterans’ Services: UMass Lowell is committed to helping our military students take full advantage of all the educational benefits available through the federal and state governments. We welcome veterans, guardsmen, reservists and all active duty military students who are enrolled in undergraduate, graduate and continuing education degrees and/or certificate programs. Students are certified for benefits by our Veterans Benefits Administrators (VBA). For complete information on the services and resources available please visit our website at: <https://www.uml.edu/student-services/Veterans/>

UMASS Lowell Police Department: The UMass Lowell Police Department is a full-service police department that operates 24 hours a day, 365 days a year, providing patrol, investigation, specialized and emergency response, as well as crime prevention and educational services. UMass Lowell strives to provide a safe and secure environment for all its students and employees. Please dial 978-934-4911 in case of emergency; for non-emergencies dial 978-934-2398. The UMLPD is located in the “B” Building of University Crossing on the 1st floor.