Instructor Information:
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Course Overview:
This course explores violence in schools by examining two main areas of inquiry: criminology and the sociology of education. Media reporting of violence in schools is quite prominent, which has led to the development of various governmental and school-based policies that attempt to address these issues. However, addressing violence in schools is complicated by two issues: first, it is not clear that the issue of youth violence in schools is actually on the rise, despite the way it is represented in the public; in fact, school violence trends demonstrate stability over time and low levels of actual violence. Second, the degree to which school-based policies can curb this issue is unclear, as evaluations of key policies and programs yield inconsistent results. To explore these issues, this course will explore manifestations of problems of violence in schools and policy responses to these problems.

This course connects to the following departmental Learning Outcomes:
• Analyze, evaluate and apply sociological theories to address contemporary, historical, social, and global issues.
• Analyze and evaluate quantitative and qualitative research in sociology and the social sciences generally.
• Critically reflect on culture, social relations and social structures in order to develop a broader and deeper understanding of social problems.
• Critically reflect upon the personal and disciplinary limits of knowledge and develop an appreciation for uncertainty and ambiguity within interpretation and analysis.
• Communicate effectively, accurately and professionally, in traditional and innovative written and oral forms, including visual and technological.
• Develop and practice intellectual curiosity, problem-solving, decision-making and listening skills.
• Apply sociological theories and methods to develop and evaluate policy.
• Demonstrate personal, professional, and academic integrity and ethical reasoning.
• Demonstrate leadership, teamwork, accountability, personal organization and time management.

Evaluation:

<table>
<thead>
<tr>
<th>Assessment Activity</th>
<th>Percent of Final Grade</th>
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<tbody>
<tr>
<td>Class Engagement</td>
<td>15%</td>
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<tr>
<td>Essay Proposal</td>
<td>20%</td>
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<tr>
<td>Peer Feedback on Final Essay</td>
<td>5%</td>
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<tr>
<td>Final Research Essay</td>
<td>30%</td>
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<tr>
<td>Seminar Presentation</td>
<td>20%</td>
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<tr>
<td>In-Class Reflection Papers</td>
<td>10%</td>
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Readings:
All readings will be available through ARES, through the library e-journals, or on CourseLink.

\textit{I reserve the right to make changes to modify elements of this outline; a complete outline will be provided on the first day of class.}