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or by appointment

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Readings: There is no textbook; readings for this class will be on MyCourses.

Course Requirements:

- 1. TESTS (1/3 of grade, maximum 200 points).** There will be two essay tests, each worth 100 points. These will not be tests of your ability to remember the material we read and discuss in class, but rather tests of your ability to integrate material from readings, lectures, videos, and discussions, construct logical arguments using that material, and write with clarity and originality. A week before each test, you will receive a set of 3-4 essay questions; on the day of the test you will answer one of them, randomly selected, in class. In preparing for the test, I encourage you to meet with other members of the class to discuss the questions; however, I expect each of you to produce individual, original essays. On test day, you will be free to use your readings, class notes, reading summaries, and notes you have made in preparation for the exam. Tests may be made up ONLY if you request a make-up ON OR BEFORE the day of the test, and only in case of illness, personal emergency, or other unavoidable absence. If you know in advance that you will be absent on a test day, arrange a make-up with me ahead of time. If you are sick or have some other emergency on the day of a test, e-mail me THAT DAY to schedule a make-up.
- 2. READING SUMMARIES (1/6 of grade, maximum 100 points).** You will be required to submit 1-page summaries for 20 of the assigned readings. (You choose which 20—you can submit more than 20 if you like, and the 20 with the highest scores will count toward your grade.) You will receive up to 5 points for each summary you submit before the reading is discussed in class, depending on quality. Late summaries will receive a maximum of 3 points. Readings should be submitted to the TIs by e-mail. Each summary should include the following: **For research articles:** Research question(s)/hypotheses? (i.e., *why* was the study done?), summary of methods (i.e., *how* was the study done?), summary of the most important results (i.e., *what* did the researchers find?), and either problems with the study or questions left unanswered by the article. **For review or journalistic articles:** Summarize the issues the author(s) address in the article, the current bottom line on the issues they raise, and questions that remain to be answered.
- 3. SERVICE LEARNING PROJECT (1/6 of grade, maximum 100 points).** You will spend at least 15 hours participating in a service learning project at the Geneseo Youth Initiative program at St. Michael's Episcopal Church on Main Street. Details of the project (scheduling, etc.) will be discussed in class. Your grade will be based on the quality of your participation in the project (assessed by the TIs and personnel at the after-school program) and a reaction paper on your experiences submitted at the end of the semester.
- 4. CLASS PROJECT (1/3 of grade, maximum 200 points).** You will contribute to a class term project on cyberbullying in various ways, including reviewing the relevant research literature, gathering existing information on anti-bullying programs, and conducting a survey and developing a program for LeRoy Central School. Your grade will be based on the quality of your participation in the project (assessed by the TIs, by me, and by the other class members with whom you work on the project).

TENTATIVE COURSE OUTLINE

<u>DATE</u>	<u>TOPIC</u>	<u>READING</u>
1/20	Introduction to course	
1/25-27	Basic concepts and issues in studying aggression/prevention/intervention	R1-2
2/1-3	Normative development and prevalence of physical and relational aggression	R3-4
2/8-10	Individual differences in aggression: Biological and social factors <i>2/10--College Presentation at LeRoy Central School</i>	R5-7
2/15-17	Bullying and victimization/Work on LeRoy questionnaire	R8-9
2/22-24	Rough-and-tumble play and Cyberbullying	R10-11
2/29-3/7	Aggression and bullying in school settings/Work on LeRoy presentation	R12-14
3/9	MIDTERM <i>3/10--Survey results presentation at LeRoy Central School</i>	
3/14-18	SPRING BREAK	
3/21-23	Early intervention and aggression	R15-16
3/28-30	Anti-bullying programs/Work on applied presentation	R17-18
4/4-6	Hazing and gang violence	R19-20
4/11-13	School shootings and school safety <i>4/12--Applied presentation at LeRoy Central School</i>	R21-22
4/18-20	School-based prevention and intervention programs	R23-24
4/25-27	Community-based prevention and intervention	R25-26
5/3	Semester wrap-up	
5/10, 12:00-1:30	FINAL EXAM	