

SOC 301C: Interpersonal Violence

Instructor: Dr. Maggie Bohm-Jordan
Lecture: Wednesday 4:00-6:30pm. CCC 231
My Office: CCC 458
Office Hours: Monday and Wednesday at 9:00am- 1:00pm
E-mail: mbohmjor@uwsp.edu

COURSE DESCRIPTION AND OBJECTIVES

The purpose of this course is to expand students' knowledge on the social problem of family violence primarily in US society although some examination of the global nature of violence against women is included. Using an historical perspective, the emergence of family violence as a social problem is examined, with the aim of incorporating the historical context as a necessarily ingredient for understanding to the contemporary problem. Emphasis is placed on the fact that although family violence has been defined in recent decades as a public, social, and political problem to be solved, many cultural norms, attitudes, and institutions continue to legitimate and to provide rationalization for the use of violence among family members/intimate partners. Thus, there is exist simultaneously force that perpetuate violence and force that facilitate social change toward the elimination of violence. The importance of social science theory and research is emphasized, with the focus on understanding current family violence debates.

Critical Thinking	<ol style="list-style-type: none">1. Explain critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw or actions to take.2. Identify (a.), analyze (b.), evaluate (c.), or construct (d.) reasoning as they apply it to general or discipline-specific questions or issues.
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Course Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Develop critical thinking skills to explain and predict various aspects of family violence, including intimate partner abuse, child abuse and neglect, and elder abuse. (CT LO1)
2. Recognize and appreciate the social in social psychological causes of family violence based on race/ethnicity, gender, class, national origin, religion, family status, etc.
3. Gain a broader understanding of the varieties of theoretical perspectives that are employed to understand family violence.
4. Identify and evaluate the various institutional responses and resources for addressing and preventing family violence.
5. Apply critical thinking skills to examine and evaluate various aspects of intervention strategies for working with individuals, groups, communities, and societies to illuminate and prevent future family violence. (CT LO2)

Textbook (Required)

Miller-Perrin, Cindy, Robin Perrin, and Claire Renzetti. 2018. *Violence and Maltreatment in Intimate Relationships*. Sage
Linder, Chris. 2018. *Sexual Violence on Campus: power-conscious approaches to awareness, prevention, and response*. Emerald Publishing (ebook on Canvas)

Additional Course Materials

Certain course materials are available for download from the Canvas.

Grading

Critical Thinking Quiz	5%	A: 93-100, A- :90-92.99
IRB Training	10%	B+: 87-89.99, B: 83-86.99, B- : 80-82.99
Reading Response	25% (5% each)	C+: 77-79.99, C: 73-76.99, C- : 70-72.99
Research paper	50%	D+: 67-69.99, D: 63-66.99, D- : 60-62.99
Presentation	10%	F: 59.99

Grade Posting: Students' grade are posted in Canvas as soon as they become available.

Assignments/Presentation

Critical Thinking Module and Quiz (5%)

This course is part of the critical thinking and learning initiative at UWSP. Students will recognize critical thinking as a process of identifying, analyzing, evaluation, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem solving). Students will complete the critical thinking lesson module and a quiz to assess students' ability to think critically. Critical Thinking Module can be found in D2L under Table of Contents.

Research Ethics and Compliance Training and Certificate (10%)

This course will provide students with Institutional Review Board training and after completion each student will receive a 3- year certificate. The training will be provided from CITI Program and a workshop will be provided on the first day of class. Due February 6th.

<https://www.uwsp.edu/acadaff/orsp/Pages/IRB-Training.aspx>

Reading Reflection Papers (25%, 5% each)

Five reading reflection responses (1-page single spaced hard copy) due in class. These readings are from three articles and an eBook posted on Canvas. Students will need to complete the three article reading reflections (RR 1, RR 2, RR 3), and pick any two chapters from Linder's eBook (RR Pick). Students will need to have the readings done prior to class for discussions. Each reading needs to include:

1. Brief summary of the reading
2. Self-reflection
3. References (if any)

Interpersonal Violence Research proposal or Research Paper (40%)

Student and/or a group (no more than 4) will select a family violence topic of their choice. This research project (option #1 research proposal or option #2 full research paper) will include at least 15 journal articles (do not summarize each article, but in support of your topic or sub themes) and pages vary between 15-20 pages not including references. The goal is to submit to the 20th COLS Undergraduate Research Symposium (Abstract due April 3th, symposium held May 4th). Detailed format/instructions posted on Canvas and hand out in class.

1. Research topic: February 6th
2. Research outline (5%): February 20th
3. Abstract (5%): April 3rd (no more than 1000 words for symposium submission)
4. Research draft (10%): April 17th
5. Final research paper (20%): May 17th

Option #1 Research Proposal

1. Introduction
2. Significance (Ex, why is this topic important? Why should we care to read it?)
3. Research question(s) and Hypothesis
4. Literature review (background/support of the topic)
5. Theoretical framework
6. Data/methods (very brief on what you PLAN to do)
7. Discussions
8. References: (are not included in the 15 pages)
9. Appendix: Charts, tables, interview notes, etc (are not included in the 15 pages)

Option #2 Research Paper

1. Introduction
2. Significance (Ex, why is this topic important? Why should we care to read it?)
3. Research question(s) and Hypothesis
4. Literature review (background/support of the topic)
5. Theoretical framework
6. Data/methods (Where did you get your data? What method and instruments did you use?)
7. Results/findings
8. Conclusion/ discussions
9. Future implications
10. References: (are not included in the 15 pages)
11. Appendix: Charts, tables, interview notes, etc (are not included in the 15 pages)

Presentation on Family Violence Topic (10%)

Powerpoint, details and format on Canvas. Presentation May 1st and May 8th

1. Introduction
2. Significance
3. Research question(s)
4. Literature review
5. Theoretical framework
6. Data/methods
7. Findings/results (Only for full research papers)
8. Conclusion/ discussions
9. Future implications (Only for full research papers)
10. References
11. Appendix: Charts, tables, interview notes, etc

Make-Up Assignments

Only proper documentation can be accepted as justification for make-up assignments (without late penalty), such as a doctor/coach/supervisor's note, a subpoena, etc. A simple self-narration of an emergency or a special occasion whether in oral or written forms, cannot be accepted as proper documentation and thus will not justify a make-up assignment. Late work will start from 50% of the grade.

Class Participation

Students are encouraged to participate in class. In addition to the in-class assignments, very often students are presented with discussion topics or other opportunities to contribute to the class, which is designed to help students connect what they have learned in the classroom and their lives as members of various communities. I value class discussion and interactive learning, and expect students to be actively involved in the learning process.

Use of Technology

Any form of audio or video recording in the classroom is strictly prohibited. If a student has a legitimate need to record the instructor's lecture in audio or video format, then the student shall obtain the pertinent accommodation authorization AND the instructor's permission beforehand.

Classroom Etiquette

The classroom is a learning environment and community, and as such, it is expected that students do their best to minimize disruptions that can distract from their learning and that of their peers. Students are expected to come to class on time and not to leave except in the case of emergency situations. The instructor reserves the right to request a student to leave the classroom or have the security personnel remove the student from the classroom if the student behaves in a way that interferes with the academic or administrative functions of the class.

Academic Integrity

Academic integrity is central to the mission of this institution. Academic dishonesty in any form will not be tolerated and will receive disciplinary sanctions per the UWSP policies. The UWSP policies regarding student academic standards and disciplinary procedures can be found here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>. If I observe academic misconduct, or if suspicions of academic dishonesty are reported to me, I will request that the identified parties come to my office to discuss the situation, and then the procedures set out in UWS/UWSP Chapter 14 will be followed. Students can visit the UWSP Tutoring-Learning Center <http://www.uwsp.edu/tlc/Pages/writingReadingTutorials.aspx> and the Purdue Online Writing Lab for further resources: <https://owl.english.purdue.edu/owl/resource/589/01/>

Diversity and Inclusion

UWSP supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated. These differences include race/ethnicity, gender, class, political view, religion, color, national origin, sexual orientation, disability, age, marital or family status, as well as personality, learning styles, and life experiences. We expect that students, faculty, administrators, and staff will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, experiences, and worldviews may be different from their own.

Disability Support Services

The Americans with Disabilities Act (ADA) requires educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP policies, go <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>. If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here:

<http://www4.uwsp.edu/special/disability>

COURSE OUTLINE

DATES	TOPIC/ACTIVITY	Due dates
Week 1 Jan 23	Introduction IRB certification	
Week 2 Jan 30	Chapter 1 History & Definitions of Intimate Violence & Maltreatment RR1: Family Violence	RR 1
Week 3 Feb 6	Chapter 2 Methods and Perspectives in VMIR ACE (Adverse Childhood Experience Study) Workshop: Research topic	Research topic IRB certificate
Week 4 Feb 13	Chapter 3 Child Physical Abuse Chapter 4 Child Sexual Abuse Linder Introduction and chapter 1	RR pick
Week 5 Feb 20	Chapter 5 Child Neglect Chapter 6 Child Psychological Maltreatment	Research outline
Week 6 Feb 27	Chapter 7 Abuse in Adolescent and Emerging Adult Relationships: Peer Sexual Harassment, Sexual Assault, Dating Violence & Stalking *Research outline and peer discussions	
Week 7 Mar 6	Chapter 7 cont. Linder chapter 2: Awareness of Campus Sexual Violence Linder chapter 3: Responding to campus sexual violence	RR pick
Week 8 Mar 13	Chapter 8 Intimate Partner Abuse in Adult Relationships: Focusing on Victims	
Week 9 Mar 27	Chapter 8 cont. RR 2: Abused Husbands	RR 2
Week 10 April 3	Chapter 9 Intimate Partner Abuse in Adult Relationships: Focusing on Perpetrators Linder Chapter 4: Prevention of campus sexual violence	Abstract RR pick
Week 11 April 10	Chapter 10 Intimate Abuse of People with Disabilities and the Elderly RR 3: Physical health effects of intimate partner abuse	RR 3
Week 12 April 17	Chapter 11 Societal Responses to VMIR: Some Concluding Thoughts Linder Chapter 5: Strategies for effectively addressing sexual violence through a power-conscious lens	Research Draft RR pick
Week 13 April 24	Workshop: Discussion and draft symposium research poster	
Week 14 May 1	Presentations *May 4 th COLS Undergraduate Research Symposium*	
Week 15 May 8	Presentation	Presentation
Week 16 May 17	Research proposal or Research paper due	

Unforeseen circumstances may necessitate changes in the course requirements and/or schedules. Any changes will be announced in advance. *Additional reading are posted on Canvas

Helpful Guidelines for Research Paper

The following are guidelines for the preparation of your presentation in research paper assignment in this course. As guidelines, they may be negotiated or modified to suit your needs or purpose in completing the assignments. You will need to use facts, figures, quotes, etc, but organize them around the research topic/theme or framework to organize your paper. You may select a current controversy or topic specific to a form of family violence (see below for suggestions), and then place it in the context of a sociological inquiry into family violence. You may pose a particular question (see below) and then explore various viewpoints of expert in researchers. The main point is to focus your work around a theme that interest you. Some suggestions for presentation and research papers (the following maybe applied to child abuse elder abuse or intimate partner abuse or family violence in general):

1. Is there an intergenerational cycle of violence?
2. What does the research tell us about effective treatment for those who abuse?
3. Special populations and family violence cultural ethnic groups
immigrants people with disabilities gay and lesbian trans relationships
4. Is the “Stockholm Syndrome” and appropriate metaphor for victims of them and violence
5. Why is it difficult for some victims of family violence to leave the abusive relationship?
6. How has the concept of the battered woman syndrome change in the past 20 years
7. Protective orders mandatory arrest policies or other aspect of criminal justice response to family violence
8. Victims who killed their abusers.
9. Past history of abuse as a legal defense.
10. Religion and family violence.
11. Parenting styles
12. Family violence and medical care.
13. Historical and or cross cultural perspective on family violence.
14. Current controversies among family violence experts regarding theory research or treatment.
15. Media representation of family violence
16. Reproductive interference as a form of IPV