

**Spring 2024**  
**SOC 344: Interpersonal Violence**

Instructor: Dr. Maggie Böhm-Jordan  
Lecture: Thursday 3:00-5:50 PM. SCI D224  
Office Hours: SCI B333. M/W/F 9:00-11:00am or by appointment  
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**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.

**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.
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.

**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

IRB Training	10%	A: 93-100, A- :90-92.99
Reading Response	25% (5% each)	B+: 87-89.99, B: 83-86.99, B- : 80-82.99
Topic	5%	C+: 77-79.99, C: 73-76.99, C- : 70-72.99
Project outline	5%	D+: 67-69.99, D: 63-66.99, D- : 60-62.99
Project Abstract	10%	F: 59.99
Project draft	15%	
Project final	20%	
Presentation	10%	

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 Canvas 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.

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

### Reading Reflection Papers (25%, 5% each)

Five reading reflection responses (2-pages, not including references) submitted on Canvas. 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 (Linder reading 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/Research Paper/Program-Policies (50%)

Student and/or a group (no more than 4) will select a family violence topic of their choice and present at the 2024 COLS undergraduate research symposium on May 3<sup>rd</sup>. This research project (option #1 research proposal or option #2 full research paper will need IRB approval) 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 12-20 pages not including references/tables/charts. Option #3: intervention/preventions program/policies, 10-12 pages not including references/tables/charts;

include 15 sources. Detailed format/instructions posted on Canvas and discussed in class.

1. Topic (5%): Feb 9<sup>th</sup>
2. Outline (5%): March 1<sup>st</sup>
3. Abstract (10%): April 5<sup>th</sup>
4. Draft (15%): March 15<sup>th</sup>
5. Final product (20%): May 13<sup>th</sup>
6. Final presentation ppt/poster (10%): May 13<sup>th</sup>

#### 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: (15 journal articles are not included in the 12 pages)
9. Appendix: Charts, tables, interview notes, etc (are not included in the 12 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: (15 journal articles are not included in the 15 pages)
11. Appendix: Charts, tables, interview notes, etc (are not included in the 15 pages)

#### Option #3 Program/Policies

1. Introduction
2. Assessment (what are some existing programs)
3. Planning (what do you foresee this program to do?)
4. Capacity (target population, location, staffing, credentials, etc)
5. Implementation (what are you offering?)
6. Policies
7. Evaluation (who will evaluate your program?)
8. Future implication
9. References (15 sources not included in the 10-12 pages)
10. Appendix: Charts, tables, interview notes, etc (are not included in the 10-12 pages)

### Presentation on Family Violence Topic Options #1,#2,or #3 (10%)

Powerpoint and poster details and format on Canvas.

### **Make-Up Assignments**

Only proper documentation and emails 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. 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/RightsResposns/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>.

The Tutoring-Learning Center (TLC) helps students in all disciplines become more effective, confident learners. We believe all learners benefit from sharing work with knowledgeable, attentive tutors.

The TLC offers four tutoring services: Academic Coaching: Build skills in studying, time

management, test-taking, online learning, and more.

Course Content: Practice problems, deepen understanding, and prepare for exams in natural resources, STEM, World Languages, and more.

Reading/Writing: Brainstorm and refine papers, essays, lab reports, citations, résumés, scholarship applications, personal writing, and more.

Tech Essentials: Develop computer literacy and learn to use UWSP-related applications such as Canvas, Microsoft 365, and Zoom. To make an appointment, students can self-schedule using Navigate, contact us at [tlctutor@uwsp.edu](mailto:tlctutor@uwsp.edu) or 715-346-3568, or stop into CCC 234.

As for directing specific students to the TLC or recommending TLC support for specific assignments, something like the following works well: If you would like some help [organizing ideas for your paper, receiving constructive criticism of a draft, studying for an upcoming test, understanding a specific concept, etc.], [make an appointment with a TLC tutor through Navigate](#) or submit writing directly for written feedback to our [Online Writing Lab](#).

### **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, goto: <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 Friday 11:59pm
Week 1 Jan 25	Introduction IRB certification ACE (Adverse Childhood Experience Study)	
Week 2 Feb 1	Chapter 1 History & Definitions of Intimate Violence & Maltreatment RR1: Family Violence	RR 1: Family Violence
Week 3 Feb 8	Chapter 2 Methods and Perspectives in VMIR Workshop: Topic	Topic
Week 4 Feb 15	Chapter 3 Child Physical Abuse Chapter 4 Child Sexual Abuse Linder Introduction and chapter 1	
Week 5 Feb 22	Chapter 5 Child Neglect Chapter 6 Child Psychological Maltreatment Workshop: Outline	IRB certificate
Week 6 Feb 29	Chapter 7 Abuse in Adolescent and Emerging Adult Relationships: Peer Sexual Harassment, Sexual Assault, Dating Violence & Stalking	Project outline
Week 7 Mar 7	Linder chapter 2: Awareness of Campus Sexual Violence Linder chapter 3: Responding to campus sexual violence Workshop: groups	
Week 8 Mar 14	Chapter 8 Intimate Partner Abuse in Adult Relationships: Focusing on Victims Workshop: groups	Draft 1
Week 9	Spring Break	
Week 10 Mar 28	Chapter 8 cont. RR 2: Abused Husbands Workshop: Abstract	RR 2: Abused Husbands
Week 11 Apr 4	Chapter 9 Intimate Partner Abuse in Adult Relationships: Focusing on Perpetrators Linder Chapter 4: Prevention of campus sexual violence	Abstract

Week 12 Apr 11	Chapter 10 Intimate Abuse of People with Disabilities and the Elderly RR 3: Physical health effects of intimate partner abuse Workshop: Presentation (ppt or poster)	RR 3: Physical health effects of intimate partner abuse
Week 13 Apr 18	Chapter 11 Societal Responses to VMIR: Some Concluding Thoughts Linder Chapter 5: Strategies for effectively addressing sexual violence through a power-conscious lens	2 Linder reading picks  Presentation poster/ppt
Week 14 Apr 25	Workshop: Discussion on research projects and programs/policies. Finalize posters or oral presentation ppt	
Week 15 May 2	Presentations	
MAY 3 <sup>rd</sup>	<b>2024 Undergraduate Research Symposium: 10-1pm</b>	
Week 16 May 9	Presentation	
	Projects and presentation ppt/poster due 5/13	

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

Add/drop without grade: January 31<sup>st</sup>  
Last day to drop: April 5<sup>th</sup>

### **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 rule communities 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. Past history of abuse as a legal defense.
9. Religion and family violence.
10. Parenting styles
11. Family violence and medical care.
12. Historical and or cross cultural perspective on family violence.
13. Current controversies among family violence experts regarding theory research or treatment.
14. Media representation of family violence
15. Reproductive interference as a form of IPV
16. Human trafficking/modern slavery
17. Social isolation and mental health
18. Drugs and alcohol abuse

## **Programs**

Wisconsin Domestic Abuse Programs

<https://www.doj.state.wi.us/sites/default/files/ocvs/dv-act-323-list.pdf>

Wisconsin Department of Children and Families

<https://dcf.wisconsin.gov/domesticabuse>

211 Wisconsin Community

[https://211wisconsin.communityos.org/guided\\_search/render/ds/%7B%22service%5C%5Cservice\\_taxonomy%5C%5Cmodule\\_servicepost%22%3A%7B%22value%22%3A%5B%7B%22taxonomy\\_id%22%3A409177%7D%5D%2C%22operator%22%3A%5B%22contains\\_array%22%5D%7D%2C%22agency%5C%5Cagency\\_system%5C%5Cname%22%3A%7B%22value%22%3A%22VLTEST%22%2C%22operator%22%3A%5B%22notequals%22%5D%7D%7D?localHistory=iy5Fr1yQ963TO7tQsAXFnw](https://211wisconsin.communityos.org/guided_search/render/ds/%7B%22service%5C%5Cservice_taxonomy%5C%5Cmodule_servicepost%22%3A%7B%22value%22%3A%5B%7B%22taxonomy_id%22%3A409177%7D%5D%2C%22operator%22%3A%5B%22contains_array%22%5D%7D%2C%22agency%5C%5Cagency_system%5C%5Cname%22%3A%7B%22value%22%3A%22VLTEST%22%2C%22operator%22%3A%5B%22notequals%22%5D%7D%7D?localHistory=iy5Fr1yQ963TO7tQsAXFnw)

Family Violence Prevention and Services Program

<https://www.acf.hhs.gov/fysb/programs/family-violence-prevention-services>

End domestic abuse

<https://www.endabusewi.org/get-help/>

Family Violence Prevention Services

<https://www.benefits.gov/benefit/626>

Family Violence Prevention & Services Act

<https://nnev.org/content/family-violence-prevention-services-act/>

Texas Health & Human Services Commission

<https://www.hhs.texas.gov/services/safety/family-violence-program>