

Domestic Violence
CRJU-C280
Spring 2015
****Service Learning Course****

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Class meeting information: Bobet Hall 221, Tuesdays/Thursdays 11:00 to 12:15

Class Dates: January 8 to April 28 (final exam May 6, 7:00 to 9:00 p.m.)

Course Overview:

Domestic Violence is a worldwide epidemic, presenting life threatening danger, predominantly to women, of all ages, races, ethnicities, religions, educational backgrounds, and socioeconomic statuses. In this course we will examine the dynamics of violent relationships, theories of domestic violence, and reactions to domestic violence by the family, media, community and, more extensively, the criminal justice system. Although the course will be focused on intimate partner violence, special topics will also be covered including elder abuse, sexual assault, same sex partner violence, victimization in minority and immigrant populations, stalking, and lethal intimate partner violence. We will also thoroughly discuss social and legal obstacles to safely exiting a violent relationship, resources in place for meeting the needs of domestic violence victims, and basic skills in providing victim services. This course is taught through a criminological perspective with specific focus on the role of the criminal justice system in responding to and preventing domestic violence. In addition, the service learning component of the course will provide students with a real-world perspective on all of these areas by giving the opportunity to gain first-hand experience in working with victims of domestic violence and their service providers.

Student Learning Objectives:

Students should gain the following upon successful completion of the course:

- Knowledge of the state and federal statutes, other legislation, and related policies pertaining to domestic violence
- An understanding of the dynamics of an abusive relationship
- Theories of explanation pertaining to domestic violence and other violent crime
- A critical perspective with respect to media portrayals, commonly held social beliefs, and stereotypes pertaining to domestic violence perpetrators and victims
- An understanding of and appreciation for the effects and consequences of domestic violence on victims, families, the community at large, and the criminal justice system.

- Knowledge of existing intervention strategies and basic skills in addressing domestic violence both as a practitioner and concerned citizen.
- An understanding of the role of the criminal justice system in responding to and addressing domestic violence by examining historical responses, the evolution of the criminal justice system's involvement with domestic violence response, and the current best practices.

Required Texts:

1. When Violence Begins at Home, 2nd. Ed.
K.J. Wilson
ISBN: 0-89793-455-5
Hunter House
2. Saving Bernice: Battered Women, Welfare, and Poverty
J. Raphael
ISBN: 978-1-55553-438-7
Northeastern University Press

Course Policies:

1. Attendance and Class Participation: Attendance and punctuality is required for each class meeting for this course. Further, you are expected to attend the entire time for each class meeting. It is distracting and disrespectful to your classmates and instructor to come in late or leave early.

Absences beyond **three** will result in a **5-point deduction, per absence, from the final course grade.** Be mindful that a *significant* portion of the material covered in class will be supplemental to the text. If you do miss a class, it is your responsibility to obtain the information covered from a fellow classmate.

Participation in this course involves the commitment of time outside of class for reading and preparation as well as regular contributions during each class discussion, both of which are crucial to your success in the course. You are expected to have completed the assigned reading each meeting and spent a fair amount of time pondering the material to include questions, critical reactions, and other observations. Each student is expected to be prepared adequately to contribute to these discussions. A portion of your final grade will depend on the extent to which you attend class and actively participate. Note that class time will not be wasted by simply reiterating what you read in the text, but rather, will contain information intended to augment the reading.

Absences beyond **three** will result in a **5-point deduction, per absence, from the final course grade.** If you do miss a class, it is your responsibility to obtain the information covered from a fellow classmate. There will be several individual and group in-class assignments throughout the semester. Absence on these days will result in a zero for the work missed.

2. Academic Integrity: Academic dishonesty of any sort is prohibited in this course and a zero-tolerance policy will be enforced. A student who violates this policy will receive an “F” for their final semester grade. For complete details on standards, penalties, and appeals procedures, see “Integrity of Scholarship and Grades,” Loyola University Undergraduate Bulletin.

3. Late, or Incomplete Work: All assignments must be complete and submitted on time. Late or incomplete work will not be accepted and credit will not be earned for work not completed and submitted on time.

4. Laptops/cell phones/other gadgets: Laptops, cell phones, etc. will not be allowed in class for note taking or any other reasons. Please do not turn them on in class, except under certain circumstances, such as in group sessions, or during discussions when spontaneous research needs warrant the use of a laptop (I’ll decide when these are needed). Please turn off all cell phones and laptops prior to class. To be clear- the use of electronics are forbidden in this class and failure to adhere to this policy will result in an absence for the class meeting when the policy is violated.

5. Office hours are provided to give you the opportunity to address questions, concerns, and any issues you may wish to discuss about the course. Please do not hesitate to take advantage of this time, especially if you are experiencing a problem with the course or have other areas of concern for which you feel I may be able to help. The sooner we address a problem the more likely we are to resolve it favorably. If you are unable to meet during the office hours, please feel free to contact me to arrange an appointment.

6. Course syllabus- It is important for you to keep up with your syllabus and refer to it regularly to keep up with the course schedule and policies. Losing your syllabus does not constitute an excuse for missing assignments or noncompliance with course policies. The syllabus is posted on LORA and BlackBoard.

7. Blackboard will be utilized for communication concerning assignments, announcements, and feedback. Please be sure to check the class site regularly to stay informed and to stay on track with your assigned reading. In addition, check BB daily for readings, videos, etc. that will be posted and are to be completed by the next class period. E-mails to you will be sent through BB so be sure to check your loyno.edu address regularly.

8. Disability and Accommodations Statement: If you have a disability and wish to receive accommodations, please contact the Office of Disability Services at 504-865-2990. If you wish to receive test accommodations (e.g., extended test time), you will need to give the course instructor an official Accommodation Form from Disability Services. The Office of Disability Services is located in Marquette Hall 112.

9. Emergency Statement: At times, ordinary university operations are interrupted as a result of tropical storms, hurricanes, or other emergencies that require evacuation or suspension of on-campus activities. To prepare for such emergencies, all students will do the following during the first week of classes:

1. Practice signing on for each course through Blackboard.

2. Provide regular and alternative e-mail address and phone contact information to each instructor.

In the event of an interruption to our course due to the result of an emergency requiring evacuation or suspension of campus activities, students will:

3. Pack textbooks, assignments, syllabi and any other needed materials for each course and bring during an evacuation/suspension.
4. Keep up with course work during the evacuation/suspension as specified on course syllabi and on-line Blackboard courses.
5. Complete any reading and/or writing assignments given by professors before emergency began.

Assuming a power source is available...

6. Log on to university Web site within 48 hours of an evacuation/suspension.
7. Monitor the main university web site (www.loyno.edu) for general information.
8. Log on to each course through Blackboard or e-mail within 48 hours of an evacuation/suspension to receive further information regarding contacting course instructors for assignments, etc.
9. Complete Blackboard and/or other online assignments posted by professors (students are required to turn in assignments on time during the evacuation/suspension period and once the university campus has reopened.)
10. Contact professors during an evacuation/suspension (or as soon as classes resume on campus) to explain any emergency circumstances that may have prevented them from completing expected work.

Further information about student responsibilities in emergencies is available on the Academic Affairs web site: <http://academicaffairs.loyno.edu/students-emergency-responsibilities>

10. Respect and sensitivity – The topics we will cover in this class are both socially and scientifically relevant, yet highly sensitive in nature. Some may even be considered controversial and emotionally charged. This is not for shock value, but rather, reflects the accurate nature of domestic violence and the other crimes we will discuss. If you feel at any time that the nature of the material is too much for you to handle, please see me immediately to discuss your concerns, and trust that you will be accommodated with sensitivity and genuine concern on my part.

Please be mindful that, statistically, there absolutely are students in the class who have been victims of domestic violence, sexual assault, child abuse, stalking, and/or other forms of interpersonal violence, and/or know someone close to them who has. Filter any potentially hurtful comments you wish to make accordingly, and do not say them in the class discussion. Absolutely no sexist, racist, homophobic, or other hateful comments will be permitted in this class. Further, students should feel free to participate without intimidation and should not be made to feel inferior because of their views. Not everyone will have the same opinion on every topic that we discuss, yet everyone's opinions, thoughts and feelings will be equally valued. A central goal of mine is to create a mature, safe, stimulating environment in which everyone is encouraged to share their informed thoughts on the material.

Anyone who is purposefully disrespectful to the professor or another student will be asked to leave the class and counted absent for that class meeting. If problems with insensitivity or inappropriateness persist, the offending student(s) will be permanently removed from the course, even if it results in an “F” for the final grade. Note that it is at the professor’s discretion to determine such inappropriate/offensive behavior, as well as the decision to ask the student to leave.

Finally, this class is not intended to be a forum for personal stories. While many of you may wish to share your personal experiences, this should be cleared through me first. The material presented and discussed may also cause some to want to seek help. Below are some resources available to you. You may also see me or a member of the University Counseling staff for further referrals.

Shelters and other resources:

Metropolitan Battered Women’s Program – 507-837-5400; 1-800-738-8900

Algeirs Community Outreach Program – 504-366-2267

Crescent House – 504-486-0377; 504-866-6087

Safe Harbor – 985-781-4852

Loyola University Counseling Services- 504-865-3835

Loyola University Women’s Resource Center- 504-864-7880

Hotlines:

Louisiana Coalition Against Domestic Violence – 1-888-411-1333

National Domestic Violence Hotline – 1-800-799-SAFE

Assignments:

1. **Public Awareness Campaign Product/Presentation:** Each student is responsible for creating an item that serves to educate the public about lethal or non-lethal domestic violence (can also include child abuse, elder abuse, or other family abuse, stalking, or homicide). You are encouraged to be creative in your product and can use any form of print or electronic media you wish. The product should serve to increase awareness, informing the audience about domestic violence (or related topic) and should incorporate facts, theories, and other information covered in the text, class discussion, or other supplemental sources. Each student will be responsible for a short presentation where the product will be shown and the supporting information presented, as well as a short paper describing the theoretical and practical underpinnings of your product as it relates to the material covered in class. Explicit instructions and examples from past projects will be provided. This project will comprise 20% of your final grade.
2. **Reaction paper:** You are to read “Saving Bernice” and compose a 3 to 5 page reaction paper, **due Feb 24** when we will discuss the book in class. Details on the reaction paper will be given in class prior to the due date for the assignment. The reaction paper comprises 10% of your grade for the course.
3. **Mid-term and final exams:** Each of these exams will consist of multiple types of questions, including multiple choice, true/false, and essay format. All of the assigned reading, lectures, class discussions, guest speakers, etc. are fair game for the exams. Although the final is not technically comprehensive, many of the concepts from the entire semester will apply and you should expect to refer to previous material in your essays. Each exam is worth 15% of your final course grade.
4. **Service learning experience/report:** This course includes a required service learning component. As this is a time-consuming and hands-on approach to the study of domestic violence, your experience and final report will substitute for a traditional term paper. Specific details pertaining to this course requirement will be given in the beginning of the course, pending final approval through the service learning director and the community agency with whom we will be working. The SL report is **due May 7 (bring with you to the final exam)**. The service learning experience, final report, and agency evaluation will comprise 30% of your final course grade. Failure to complete the required SL will result in an “F” for the course grade.
5. **Attendance/participation:** A portion of your grade depends on the degree to which you attend and actively participate each class meeting. Your performance will be gauged each class meeting based on your presence, participation in class discussion, participation in individual and group activities, and your adherence to course policies, and comprises 10% of your final grade.

Grading Policy: The breakdown of the overall course grade is as follows:

“Saving Bernice” Reaction Paper = 10%

Mid-Term Exam = 15%

Final Exam = 15%

Service Learning Performance/Final Report = 30%

Public Awareness Campaign Product/Presentation = 20%

Participation = 10%

The breakdown of the **final course grade** is as follows:

A = 93-100 A- = 90-92

B+ = 87-89 B = 83-86 B- = 80-82

C+ = 77-79 C = 73-76 C- = 70-72

D+ = 67-69 D = 60-66 F = 59 or below

Course Schedule Guide

Date	Topic	Reading Assignment In addition to BB material
Jan. 8	Course Introduction	
Jan. 13	History of DV Service Learning Overview	WVBH: Appendix I
Jan. 15-20	What is Domestic violence?	WVBH: Ch. 1 pp. 6-18 only, Ch. 3
Jan. 22-27	Power and Control	WVBH: Ch. 1 pp. 19-31
Jan. 29-Feb. 5	The role of gender in violence/Theoretical explanations for DV/ Risk Factors for DV	WVBH: Ch. 4
Feb. 10-12	Surviving DV/ Consequences of DV/ "Why doesn't she leave?"	WVBH: Ch. 6, 7
Feb. 17-19	Mardi Gras	
Feb. 24	"Saving Bernice"	"Saving Bernice" *reaction paper due
Feb. 26	Service Learning Debriefing	
March 3-5	Community responses to DV	WVBH: Ch. 9, 10, 11, 12, 13
March 10	Mid-Term Exam	
March 12-17	Legal/Criminal Justice System Response to DV	WVBH: Ch. 5
March 19-24	Effects of DV on Children/Child Abuse	WVBH: Ch. 2
March 26	Lethal domestic violence	
March 31-April 2	Easter Break	
April 7-9	Intervention strategies for batterers	WVBH: Ch. 16, 18 Appendix II
April 14	Service learning debriefing	
April 16-21	Advocacy/ DV Services as a Career	WVBH: Ch. 15, 17
Apr. 23-28	Public Awareness Campaign Presentations	
May 7	Final Exam- 11:30-1:30	

*This syllabus is tentative and **will change** due to the service learning component. This will include the need to push things back and to move things up in the schedule. Please be flexible with the schedule and rest assured you will be kept updated on changes in activities and reading assignments.