Domestic Violence
CRJU-C294-003
Spring 2010
**Service Learning Course**

Instructor: Dr. Rae Taylor
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E-mail: rtaylor@loyno.edu
Office Hours: Tues. & Thurs. 2:00 to 5:00, or by appointment
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CJ Dept. Phone: (504) 865-3696

Class meeting information: Monroe Hall 267, Tues/Thurs 9:30 to 10:45 a.m.
Class Dates: Jan. 12 to May 6

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:


*Various readings on reserve in the library/posted on Black Board in conjunction the detailed weekly schedule at the end of the syllabus.

Course Policies:

1. Attendance: Attendance and punctuality are required for each class meeting and you are expected to attend the entire time for each class meeting to receive credit for attendance. Each absence beyond three (3) will result in a 10-point reduction from your total point score for the course. For example, 3 absences will result in a 10 point reduction, a 20 point reduction for 4 absences, and so on. Therefore, a student who has received 100% of the total points, but has been absent 3 times will only receive 90% of the overall points otherwise earned. As there is no distinction for excused or unexcused absences, be sure to adhere to the attendance requirement in order to avoid missed points in the event of an unavoidable absence. Please note that any work assigned in class will result in a grade of zero if you are absent. In other words, if you are absent on a day when a quiz is given, you will receive a zero for the quiz.

2. Class Participation: This course is designed to challenge you. 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. An active learning approach will be utilized in this course. That is, we will conduct each class in a seminar format where you are expected to come to class each meeting having completed the assigned reading and spent a fair amount of time pondering the material to include questions, critical reactions, and other observations. While you are expected to take the initiative with your contributions, I will also call on students randomly from time to time and you will be expected to respond appropriately with opinions, reactions, answers, or other commentary to the questions asked or issues raised. While a certain degree of lecture is required on certain topics, the majority of the class each meeting will be devoted to stimulating discussion based on your reading and consideration of the material beforehand.
Examples of participating in class include: answering questions I ask in class, responding to the comments of other students, offering your own observations and ideas about topics under consideration, raising objections to my arguments and interpretations, and asking for clarification about the reading or about the material presented in class. In addition, I encourage you to share with me and the class any clippings, copies, experiences, or anecdotes, (e.g., from newspapers, magazines, television, movies, or your own observations) that are relevant to the material covered in this class. Any such “show and tell” items will also be considered as contributions to class participation.

**Poor attendance and/or participation will have a negative impact on your grade.** A student with perfect attendance who does not participate in class discussions will not receive full credit for the attendance/participation portion of the course grade.

3. **Student Disability Services:** A student with a disability that qualifies for accommodations should contact Sarah Mead Smith, Director of Disability Services at 865-2990 (Academic Resource Center, Room 405, Monroe Hall). A student wishing to receive test accommodations (e.g., extended test time) should provide the instructor with an official Accommodation Form from Disability Services in advance of the scheduled test date.

4. **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.

5. **Make-up, Late, or Incomplete Work:** All assignments and exams 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. If you must miss an exam due to extenuating circumstances, you must notify me as soon as possible to discuss your circumstances and a decision will be made accordingly as to whether a make-up exam will be administered.

6. **Laptops/cell phones/other gadgets:** Please turn off all cell phones and pagers prior to class and after breaks to avoid disruptions. As for laptops, please use laptops for taking notes only, as it is distracting and disrespectful to your classmates and professor to use laptops for any other reasons. A student who does not honor this policy will be asked to discontinue the use of the laptop altogether.

7. **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. The sooner we address a problem, particularly in our short eight-week format, 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.

8. **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. If you lose your syllabus, e-mail me and I’ll
send a copy to you via e-mail. Losing your syllabus does not constitute an excuse for missing assignments or noncompliance with course policies.

9. **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.

10. **Respect and sensitivity** – We will be discussing an array of interesting topics throughout this course, many of which may be considered controversial. Not everyone will have the same opinion on every topic, 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. Students should feel free to participate without intimidation and should not be made to feel inferior because of their views. 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.

11. **Evacuation Statement** - Students must log on to the College emergency web site (www.loyno.la) and the University Blackboard site (http://loyno.blackboard.com/) within 48 hours of any University evacuation to receive further information regarding contacting course instructors for assignments, etc. Students will be required to do assigned course work for any evacuation of more than 48 hours. Students should also monitor the University site (www.loyno.edu) for general information.

**Assignments:**

1. **Public Awareness Campaign Product/Presentation:** Each student is responsible for creating an item that serves to educate the public about domestic violence (can also include child abuse, elder 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 and should incorporate facts, theories, or 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. Further instructions and examples from past projects will be provided. This product and presentation will consist of 25% of your final grade.

2. **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 20% of your final course grade.
**Extra credit opportunity:** For 10 points on your mid-term grade, you may write a 5 to 7 page reaction paper on the book, “Saving Bernice.” Guidelines for this paper will be discussed in class.

3. **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 service learning and final report will comprise 35% of your final course grade.

**Special note:**

Due to the rate of victimization in our society, it is very likely that there are many students in this class who are survivors of domestic violence, sexual assault, child abuse, stalking, or have been witness to these or other crimes. Please be mindful of this fact as you participate in class, remembering that you never know what the person beside you may be experiencing. We will be addressing some very disturbing topics in this class.

In addition, some of the material covered in class may be considered graphic in nature. This is not intended for shock value. The information shared by guest speakers, shown in videos, and discussed in class is an accurate reflection of the reality of domestic violence, which is quite often graphic in nature. If you feel you will not be able to handle the graphic nature of some material, please discuss your concerns with me right away to determine if the course is appropriate for you.

The classroom is not intended to be a forum for personal stories. If you are experiencing or have experienced something addressed in class that you would like to discuss, feel free to see me outside of class for an appropriate referral, or feel free to refer to the Blackboard site for a list of several resources in our community to assist victims of these crimes.

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

- Mid-Term Exam = 20%
- Final Exam = 20%
- Service Learning Performance/Final Report = 35%
- Public Awareness Campaign Product/Presentation = 25%

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 = 63-66
- F = 59 or below
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
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<tbody>
<tr>
<td>Jan. 12</td>
<td>Course Introduction</td>
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<td>Jan. 14</td>
<td>History of DV</td>
<td>Appendix I</td>
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<td>Jan. 19, 21</td>
<td>What is Domestic violence?/Theoretical</td>
<td>Chapters 1, 3, 4</td>
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<td>explanations</td>
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<td>Jan. 26 - 28</td>
<td>Risk Factors for DV</td>
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<td>Feb. 2</td>
<td>Surviving DV/Consequences of DV</td>
<td>Chapters 6, 7</td>
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<td>Feb. 4</td>
<td>Effects of DV on Children/Child Abuse</td>
<td>Chapter 2</td>
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<td>Feb. 9 - 11</td>
<td>Community responses to DV</td>
<td>Chapters 9, 10, 11, 13</td>
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<td><strong>Feb. 16</strong></td>
<td><strong>No class: Mardi Gras!</strong></td>
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<td>Feb. 18 - 23</td>
<td>Legal/Criminal Justice System Response to DV</td>
<td>Chapter 5</td>
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<td><strong>Feb. 25</strong></td>
<td><strong>No class: Professor at ACJS conference</strong></td>
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<td>Mar. 2</td>
<td>Mid-Term Exam</td>
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<td>Mar. 4 - 9</td>
<td>Intervention Strategies for Batterers</td>
<td>Chapter 14</td>
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<td>Mar. 11</td>
<td>Stalking</td>
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<td>Mar. 16 - 18</td>
<td>Homicide</td>
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<td>Mar. 23</td>
<td>Service Learning Debriefing/Reports</td>
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<td>Mar. 25</td>
<td>Saving Bernice</td>
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<td><strong>Mar. 30 – Apr. 1</strong></td>
<td><strong>No class: Easter Holiday</strong></td>
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<td>April 6</td>
<td>Elder Abuse</td>
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<td>Apr. 8</td>
<td>Internet Research/Resources for Victims</td>
<td>Chapters 13, 15, 16</td>
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<td>Appendix II</td>
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<td>Apr. 13 - 15</td>
<td>Advocacy</td>
<td>Chapter 15</td>
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<td>Apr. 20 – 22</td>
<td>DV Services as a Career</td>
<td>Chapter 17</td>
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<td><strong>Apr. 27 - 29</strong></td>
<td><strong>Public Awareness Campaign Presentations</strong></td>
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<td>May 4</td>
<td>Wrap up/review, service learning discussion</td>
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<td>May 6</td>
<td>Final Exam</td>
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*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.