



**Family Violence: 3345A , Section
Department of Family Studies**

Lectures: Mondays: 6:30 to 9:30 p.m. in BR 135

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Please include the course name in the subject line of your email

Prerequisite: 1.0 units of Family Studies 2000-level courses, or enrolment in third or fourth year of the Major in Law, Crime, and Deviance or Honors Specialization in Crime and Communities modules, or permission of instructor.

COURSE DESCRIPTION:

Family violence is a social problem that affects of us and has serious personal, social and material ramifications. This course will examine the extent and nature of various forms of family violence across the life course. This course will examine the theoretical perspectives on family violence, the impact on victims, families and society, the typologies of abuse, disclosure issues and the role of media. Topics will include intimate partner violence, physical & sexual child abuse, parent abuse and elder abuse, with an emphasis on the prevalence, incidence, causes, consequences and solutions for each.

LEARNING OUTCOMES

By the end of this course you will be able to:

1. Identify the sociological and feminist theoretical views of various forms of family violence across the life span;
2. Understand the prevalence and incidence and dynamics of intimate partner violence
3. Understand the impact of domestic violence on child development
4. Understand the prevalence, incidence and dynamics of child physical, sexual abuse and neglect
5. Understand the nature and consequences of sibling and parent abuse
6. Understand the dynamics of elder abuse.
7. Recognize and consider the role of media in perpetuating violence in society

8. Consider the personal and institutional interventions that are employed to end family violence.
9. Consider solutions to ending family violence.

REQUIRED TEXT

Momirov Julianne with Duffy Ann, Family Violence: A Canadian Introduction, 2nd Edition. Toronto, ON: James Lorimer and Company Publishers, 2011. (isbn 1-55277-902-6).

Note: Various other readings will be posted on the outline each week.

E-MAIL

I would ask that you use e-mail for addressing administrative issues about the course and arranging to meet with me. I will do my best to respond to e-mail messages within 24 hours. Please use "Sociology 3345b" as part of the subject line.

OFFICE HOURS

I will be available Mondays from 5:00-6:00. I will post my office number on OWL

LECTURE ETIQUETTE

Some of the specific things that you can do to help with learning in this course include:

(1) Regularly attending class; (2) Staying on top of your readings; (3) Keeping good lecture and reading notes; (4) Participating in the applied learning exercises; (5) Contacting your professor when you need extra help.

Please respect your classmates and your instructor during lecture. To help everyone stay focused, avoid whispering with your neighbours and please don't use your computer for non-class related activities. Cell phones should be turned off and put away. If there is a problem with classroom conduct you may be asked to leave for the duration of the lecture. No recording of lectures will be permitted as it may inhibit the sharing of ideas from fellow classmates.

Evaluation:

- 1. Mid term exam: multiple choice and short answers 30%**
- 2. Final exam: multiple choice and short answer- 40 %**
- 3. Class participation: 5%**
- 4. Group project: 25% Due November 23, 2015**

LECTURE SCHEDULE

<p>Class 1</p> <p>Mon. September 14th</p>	<ul style="list-style-type: none"> • Introduction to class (assignments, expectations) • What do all the terms mean (family violence, domestic violence, woman abuse, intimate partner violence) • Nature and Scope of problem, <p><u>Readings:</u></p> <p>Momirov/Duffy (2011), Chapter 1: Understanding Family Violence From A Societal Perspective (pp. 7-23).</p> <p>(note other articles may be posted here prior to the commencement of this course).</p>
<p>Class 2</p> <p>Mon. September 21st</p>	<ul style="list-style-type: none"> • Understanding Family Violence from a Psychological, Sociological, Perspective • The Impact on Society <p><u>Readings:</u></p> <p>Momirov/Duffy (2011), Chapter 5: Looking for Explanations: Exploring Theoretical Perspectives (pp.143-191).</p>
<p>Class 3</p> <p>Mon. September 28th</p>	<ul style="list-style-type: none"> • Intimate Partner Violence and Woman Abuse • Typologies of Intimate Partner Violence • Context is Everything <p><u>Readings:</u></p> <p>Momirov/Duffy (2011), Chapter 2: Intimate Partner Violence and Woman Abuse (pp.24-66).</p> <p>Will Be Posted On OWL</p>
<p>Class 4</p> <p>Mon. Oct. 5th</p>	<ul style="list-style-type: none"> • Domestic Homicides • Comings and Goings Exercise <p><u>Readings:</u></p> <p>Momirov/Duffy (2011), Chapter 6: Intimate Partner Violence and Woman Abuse (pp.143-192).</p> <p>Ontario Domestic Violence Death Reviews From 2008 to 2012</p>

	<p>http://www.mcscs.jus.gov.on.ca/english/DeathInvestigations/office_coroner/PublicationsandReports/DVDR/DVDR.html</p>
<p>Class 5</p> <p>Mon. October 19th</p>	<ul style="list-style-type: none"> • Typologies of Abusive Behaviour • How we deal with domestic violence, the criminal justice <p><u>Group Work Preparation Time</u></p> <p><u>Readings:</u></p>
<p>Class 6</p> <p>Mon. October 26th</p>	<ul style="list-style-type: none"> • Impact of Witnessing or being Exposed to Domestic Violence for Children • The role of child welfare and family court systems <p><u>Readings:</u></p> <p>Will Be Posted On OWL</p>
<p>Class 7</p> <p>Mon. November 2nd</p>	<p>MID-TERM EXAM (In-Class) <i>Lecture will start after the Mid-term</i></p> <ul style="list-style-type: none"> • Special considerations for violence Involving Aboriginal Women and Immigrant Women <p><u>Readings:</u></p> <p>Will Be Posted On OWL</p> <p><u>Group Work Prep Time</u></p>
<p>Class 8</p> <p>Mon. November 9th</p>	<ul style="list-style-type: none"> • Dating Violence • The Role of the Workplace in Intimate Partner Violence <p><u>Readings:</u></p> <p>Will be posted on OWL</p>

<p>Class 9</p> <p>Mon. November 16th</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Child Abuse: Physical, Sexual, Emotional <p><u>Readings:</u> Momirov/Duffy (2011), Chapter 3: Child Abuse: The Denial of Childhood (pp. 67-105).</p>
<p>Class 10</p> <p>Mon. Nov. 23</p>	<ul style="list-style-type: none"> • Sibling Abuse • Parent Abuse <p><u>Readings:</u></p> <p>Momirov/Duffy (2011), Chapter 4: Abuse in Other Family Relationships (pp.107-142).</p> <p>Additional readings will be posted on OWL</p> <p>Group Assignment Due</p>
<p>Class 11</p> <p>Mon. November 30th</p>	<ul style="list-style-type: none"> • Elder Abuse • Same Sex Couples <p><u>Readings:</u></p> <p>Momirov/Duffy (2011), Chapter 4 : Abuse in Other Family Relationships (pp. 107-142).</p> <p>Additional readings will be posted on OWL</p>
<p>Class 12</p> <p>Mon. Dec. 7th</p>	<ul style="list-style-type: none"> • Looking for Solutions: Personal Interventions, Societal Changes • Exam Review <p><u>Readings:</u></p> <p>Momirov/Duffy (2011), Chapter 6 : Looking for Solutions (pp. 192-240). And Chapter 7: Ending Family Violence (pp. 241-247)</p>

Group Assignment 25 %

The class will be divided into small groups of 4 or 5 students for this assignment, subject to the size of the class. You will be asked to pick from one of the topics being studied in the course:

Intimate Partner Violence

Domestic Homicides

Impact of Exposure to Domestic Violence on Children

Domestic Violence and Aboriginal Women

Domestic Violence and Immigrant Women

Dating Violence

Sibling Abuse

Parent Abuse

Child Physical Abuse

Child Sexual Abuse

Child Emotional Abuse

Elder Abuse

Using a current incident or example from the news to illustrate the family violence issue you have chosen discuss:

a) the prevalence, incidence and nature of the family violence topic you have chosen and what you determine from your research to be the key sociological and psychological perspectives of the problem. The current incident from the media you choose will be applied to illustrate and amplify your points with respect to the societal perceptions.

b) What factors contribute to the problem in society? Again, you can illustrate the factors with you example.

c) How is the issue dealt with in the media and does this contribute to the problem or help with solutions. Frequently the media will reflect dominant social constructions or stereotypes that perpetuate the problem, such as 'why doesn't she just leave' or 'the problem with children today is that they aren't spanked'. Does the issue you picked have social constructs or stereotypes that perpetuate the problem?

d) What solutions are proposed to deal with the problem, ie: legislations, programs, information/advocacy?

Each group will make a brief PowerPoint presentation to be taped for viewing online (10 – 12 minutes, maximum of 8 – 10 slides), as well as submit a brief paper (1000 words not including references) dealing with the questions above. This paper must be prepared in APA format and deal with the questions noted above. Papers will be marked as an academic paper i.e. grammar, sentence structure. Please ensure all members of the group have read the paper prior to submission.

Working in a group can be a challenge requiring skills in organizing and communicating. The expectation is that the group will share the work – background reading, researching the topic, and preparing the presentation, etc.

It is important at the outset that all group members meet and determine a plan for completing the project that is shared equally. If there is a particular issue in the group related to workload that can't be resolved within the group, please advise the instructor as soon as possible. A separate rubric will be provided for each group member to submit that identify the role they took in completing the assignment and rates their own and other group members participation in the assignment. The feedback will be used to

determine 10% of the total mark. The rest of the grade (90%) will be the same for all group members.

Due Date: . Late submissions will be penalized one 1% up to five days, after which the assignment will not be accepted.

BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm> . If it is not possible to have an SMC completed by the attending physician/nurse practitioner, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2015/pg117.html>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or

more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. The Western Registrar's website is at <http://www.registrar.uwo.ca/index.html>. The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/>. Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.