

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

| | | | |
|----------------------|------------------------|------------------------|------------------|
| Department | Sociology | College/School | CLA |
| Prepared by | Andrea Greenberg | Phone | 907/474-5411 |
| Email Contact | argreenberg@alaska.edu | Faculty Contact | Andrea Greenberg |

1. ACTION DESIRED (CHECK ONE):

| | | | |
|--------------|-------------------------------------|------------|--------------------------|
| Trial Course | <input checked="" type="checkbox"/> | New Course | <input type="checkbox"/> |
|--------------|-------------------------------------|------------|--------------------------|

2. COURSE IDENTIFICATION:

| | | | | | |
|------|-----|----------|-----|----------------|---|
| Dept | Soc | Course # | 394 | No. of Credits | 3 |
|------|-----|----------|-----|----------------|---|

Justify upper/lower division status & number of credits: This course should be designated Upper Division because of the level of difficulty of both the readings and the nature of the course content. The material is more integrative to a variety of disciplines offered through UAF, such as Social Work, Psychology or Justice.

3. PROPOSED COURSE TITLE: Family Violence

4. To be CROSS LISTED? YES/NO

| | | | | |
|--|---------------|--------------------------|----------|--------------------------|
| <input checked="" type="checkbox"/> No | If yes, Dept: | <input type="checkbox"/> | Course # | <input type="checkbox"/> |
|--|---------------|--------------------------|----------|--------------------------|

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED? YES/NO

| | | | | |
|--|---------------|--------------------------|----------|--------------------------|
| <input checked="" type="checkbox"/> No | If yes, Dept. | <input type="checkbox"/> | Course # | <input type="checkbox"/> |
|--|---------------|--------------------------|----------|--------------------------|

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

6. FREQUENCY OF OFFERING: As Demand Warrants

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (AY2013-14 if approved by 3/1/2013; otherwise AY2014-15)

Fall AY2014-15

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply)

| | | | | | | | | | | | |
|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|-------------------------------------|--------------------------|
| <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input checked="" type="checkbox"/> | 6 weeks to full semester |
|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|-------------------------------------|--------------------------|

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

Lecture

9. CONTACT HOURS PER WEEK:

LECTURE
hours/weeks

LAB
hours /week

PRACTICUM
hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-guidelines-for-computing/> for more information on number of credits.

OTHER HOURS (specify type)

10. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a **complete** description:

FISH F487 W, O Fisheries Management
3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

Soc F394 Family Violence
3 credits As Demand Warrants

This course is designed to provide an overview of interpersonal violence in family and other domestic relationships. Alaska has the highest rates of family violence in the nation. Understanding it, and preventing it, is key to research and policy. This course will examine the multi-faceted nature of family violence, the theories purported to help us understand it, and the many societal responses to this chronic social problem. Prerequisites: SOC 100x or ANTH 100x; ENGL 111x; or permission of the instructor.(3+0)

11. **COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

YES:

NO:

X

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive,
Format 6

W = Writing Intensive,
Format 7

X = Baccalaureate
Core

11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES

NO

No

12. **COURSE REPEATABILITY:**

Is this course repeatable for credit?

YES

NO

No

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

13. **GRADING SYSTEM:** Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change - Format 2 form.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES**

SOC 100x or ANTH 100x; ENGL 111x; or permission of the instructor.

These will be required before the student is allowed to enroll in the course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

16. **PROPOSED COURSE FEES**

\$0

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

No

Yes/No

If yes, give semester, year, course #, etc.:

18. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

This course will use existing faculty resources and will be taught as an elective course for Sociology majors. It will be taught in place of another elective course, and will offer students more diversity in elective course offerings.

19. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

No

Yes

I was able to independently confirm that the library has the necessary academic resources for students to use.

20. **IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

The Sociology Department is the only program directly affected by this course offering. This course does not duplicate offerings in related disciplines. Departments such as Social Work, Justice, WGS, and Psychology might include this course in their electives offerings for their majors, if it became a regular course offering.

21. **POSITIVE AND NEGATIVE IMPACTS**

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

I do not see any negative impacts to other programs nor departments. It does not duplicate other courses. It can be a welcomed addition to the curriculum of many other related departments within CLA.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

This course will enhance the curriculum offerings at UAF. Alaska has the highest rates of family violence in the nation. Offering a course that will educate future social scientists, practitioners, teachers and justice majors will only enhance our relevance to addressing Alaska's social problems.

APPROVALS: Add additional signature lines as needed.

| | | |
|---|------|---------|
|  | Date | 1/10/14 |
|---|------|---------|

Signature, Chair, Program/Department of: Melanie Arthur, Sociology

| | | |
|------------------|------|--|
| <u>see below</u> | Date | |
|------------------|------|--|

Signature, Chair, College/School Curriculum Council for:

| | | |
|---|------|---------|
|  | Date | 1/21/14 |
|---|------|---------|

Signature, Dean, College/School of: CLA

Offerings above the level of approved programs must be approved in advance by the Provost.

| | | |
|--|------|--|
| | Date | |
|--|------|--|

Signature of Provost (if above level of approved programs)

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE


| | | |
|--|------|--|
| | Date | |
|--|------|--|

Signature, Chair
Faculty Senate Review Committee: Curriculum Review GAAC
 Core Review SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

| | | |
|--|------|--|
| | Date | |
|--|------|--|

Signature, Chair, Program/Department of:

| | | |
|---|------|---------|
|  | Date | 1/21/14 |
|---|------|---------|

Signature, Chair, College/School Curriculum Council for: CLA

| | | |
|--|------|--|
| | Date | |
|--|------|--|

Signature, Dean, College/School of:

Sociology 394 – Family Violence, 3 Credits – Fall 2014

Andrea Greenberg, Department of Sociology

704C Gruening Building

907/474-5411

argreenberg@alaska.edu

Department of Sociology: 907/474-5494

Course Dates: September 8-December 15, 2014

Course Meeting Time: Monday Evenings 6-9pm

Course Location: 408 Gruening Building

Course Office Hours:

Monday 4-5:30pm

Tuesday 1-3pm

Wednesday 1:30-3:30pm

ABOUT THE INSTRUCTOR

I have taught in the Department of Sociology at the UAF for over twenty years. My interest in domestic violence began as a class project, to do community volunteer work. I chose the domestic violence agency because their work sounded interesting, I knew little about it, and they had a great need for helpers. I became a student in their training program, became an advocate of abuse survivors and, eventually, a live-in shelter caseworker for almost 2 years. Next, I joined their Board of Directors, overseeing personnel and training. When I moved to Fairbanks, in addition to teaching, I began to work with the perpetrators of violence in the Anger Management Program funded by the State of Alaska. My clients were housed at the local correctional facility, where I met with them individually and in groups. The goal was to resocialize them to more appropriate ways to express anger and frustration. I felt I had come full-circle, having worked both sides of the family violence problem. I hope to bring some of this vast experience in family violence to the classroom, and to challenge a new generation to look at an old, severe social problem with a new set of eyes, ideas, and skills.

COURSE DESCRIPTION and GOAL

This course is designed to provide an overview of interpersonal violence in family and other domestic relationships. Alaska has the highest rates of family violence in the nation. Family violence is psychologically, physically, emotionally, and economically expensive to us as a nation, a state, and a community. Understanding it, and preventing it, is key to research and policy. This course will examine the multi-faceted nature of family violence, the theories purported to help us understand it, and the many societal responses to this chronic social problem. In addition, we will have local professionals speak with us to share their experiences and expertise in the legal, justice, and human services areas.

We will meet face-to-face three hours per week for fifteen weeks. In addition, there will be online instruction (handouts, articles, web resources) and activities (discussion board, media links, film) using Blackboard.

COURSE OBJECTIVES

This course will:

- ✚ examine the history of how we have defined and responded to domestic violence in America;
- ✚ focus on violence against spouses, significant others, children, teens, elders, and understudied populations, such as military, immigrant and GLBT person;
- ✚ explore the history of research on family violence;
- ✚ research the incidence and prevalence of family violence in America, and Alaska;
- ✚ consider contemporary theories of family violence;
- ✚ evaluate local, state and national social policies and programs for both survivors and abusers.

PREREQUISITES

Sociology 100x or Anthropology 100x; English 111x; or *permission of the instructor*.

REQUIRED COURSE MATERIALS



Barnett, Ola W., Cindy L. Miller-Perrin, and Robin D. Perrin. (2010) **Family Violence Across the Lifespan : An Introduction**. 3rd Ed. Sage Publishing.
ISBN 9781412981781



Journal Article Readings Assigned For Each Section (*see schedule below*)



You will need to have access to the Internet, a computer, and be proficient in using the Blackboard Online Learning System

Blackboard

COURSE REQUIREMENTS

Class Attendance and Participation

Class attendance is vital to class success. Class lectures and discussions are important to understanding the material. In addition, you will miss the guest speakers, and will be unable to comment or ask questions of them. And, this may affect the content and quality of your online discussion forum contributions.

I will take attendance every class and maintain a running tally of absences on Blackboard in the grade book. This will be updated every week, so please check it frequently to make certain there are not discrepancies. Frequent tardiness, or frequently leaving class early, will count as partial absences and accumulate toward absences. Excessive, *unexcused absences* will result in a reduced letter grade for this course, as follows:

3 unexcused absences: ten point reduction in course grade

4 unexcused absences: twenty point reduction in course grade

5+ unexcused absences: failing grade

Unexcused absences are defined, for our purposes, as any absence from class that is not accounted for by documentation (medical note, accident report, towing receipt, military order; athletics department note, obituary; etc.) indicating you could not be in class because of reasons beyond your control. **You must provide any documentation for an excused absence no later than the last regularly scheduled class meeting.** If in doubt, please speak to me right away.

Successfully complete two examinations

There will be two required examinations for this class, a midterm and a final examination. Each examination is worth 35% of your course grade. Examinations will cover materials from your readings, lectures, and guest speakers. Examinations will consist of objective (multiple choice, matching, etc.) and subjective (essay) questions. Completed examinations become the property of the instructor, with visitation rights to the student.

Write and present a research review paper

Each of you is required to write and present a research review paper, on a topic of your choice, within the family violence theme of this course. I must approve your paper topic before you begin the paper. Your research paper should be 7-10 pages in length (standard formatting), have a cover page, include at least seven current, peer-reviewed, scholarly sources, and a bibliography (ASA style). Your paper should begin with a background of your topic, including contemporary statistics, prevalence, incidence, risks, etc. Next, provide a review of the most current research on this topic, noting discrepancies, inconsistencies, limitations, or voids in research or approaches. Be certain to note policy suggestions of the author(s). Last, provide a summary paragraph of the research conclusions, overall. Your paper will be evaluated on these criteria. Your presentation should be 5 minutes in length, accompanied by a visual outline (PowerPoint, Word, etc.). Your presentation should include a brief overview of your paper topic, a summary of the research findings, and notable policy suggestions. Paper presentations will occur during our last two class meetings. You will be assessed a 15% reduction in your paper grade if you do not present your paper. The paper and presentation comprise 20% of your course grade.

Participate weekly in the online discussion forum for this class

Each week, after our weekly class meeting, a discussion topic will become available on Blackboard. The discussion topics will mirror our class topic and, perhaps, our guest speakers' presentations. Responses to topics should include something more than "I agree", or "Yes". It's an opportunity to share your reactions to the material or speakers, frustrations, suggestions, or ideas with your peers, and me. Online posts should be respectful to others. You can disagree, but do so respectfully. And, please, no profanity, politics, or '-isms' (racism, sexism, ageism, etc.). I will monitor the discussion board often. The discussion board grade represents 10% of your course grade.

COURSE GRADING POLICY

| | | |
|-----------------------------|--------------------|------------|
| Examinations | 2 x 35 points each | 70 points |
| Research Paper/Presentation | 1 x 20 points each | 20 points |
| Discussion Board Posts | Weekly | 10 points |
| Total Possible Points | | 100 points |

The following points will be used in computing your final course grade:

| | | | | |
|----------------------|----------------------|----------------------|----------------------|-------------------|
| A+= 97-100 | B+ = 87-89.99 | C+ = 77-79.99 | D+ = 67-69.99 | F = <60 |
| A = 93-96.99 | B = 83-86.99 | C = 70-76.99 | D = 63-66.99 | |
| A- = 90-93.99 | B- = 80-82.99 | | D- = 60-62.99 | |

An **incomplete** will be granted only if a student presents documentation indicating a severe family emergency, personal medical need, or a death in the immediate family. In addition, the student must have satisfactorily (a grade of C or better) completed 60% or more of the graded course work. **Requests for an incomplete must be received no later than two weeks prior to our last class meeting.**

COURSE POLICIES and PROCEDURES

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Classroom Expectations: Class discussion and participation are essential to the success of this class. Please come to class prepared. Class time is your opportunity to discuss the assigned readings and ask questions. Also, the material will be more meaningful to you if you have read it prior to lectures and discussions. Please be respectful of others. It is okay to disagree with another, but please do so respectfully. Also, generalizations and stereotypes are not acceptable and those using them will be asked to leave.

Arriving Late/Leaving Early: I appreciate students arriving to class on time, and staying through the entire class period. Frequent activity in and out of the classroom is distracting to me, and the class. But, if you do arrive late, or have a need to leave a class early, please take a seat by an exit and make

your exit/entrance as quiet as possible. Also, excessive tardiness or leaving early will count toward class absences.

Cell Phones: I use a cell phone and can appreciate others' needs for their use as well. BUT, no cell phone should ring during class meetings, nor should you answer the phone during class time. Please, place your ringer on vibrate, or better, turn your phone off. Also, please do not text-message nor play cell phone games during class. And lastly, please do not photograph myself or other classmates without our prior permission.

Computer Use: Please do not use your personal computer during class time. You may download handouts from Blackboard and bring these to class.

Exams: Exams must be taken on their scheduled dates unless you speak with me *in advance* about alternative arrangements. Barring preapproved, documented emergencies, I do not allow make-up exams.

Extra Credit: There will be no extra credit opportunities in this class.

Participation: The first half of each class will consist of lectures. This is a wonderful time to ask questions, contribute to lectures, share ideas, and get clarification. There will also be a lot of opportunity to participate during the question/answer time following guest speakers. The class is only as good as the sum of its part.

Communicating with me: You may contact me in one of three ways:

1) Call me at my office at 907/474-5411

If you call me and I am unavailable, please leave your name, course name and section number, return number, and briefly explain the nature of your problem. I will return your call as soon as I can. Keep in mind that I do not answer, nor return, calls on weekends.

2) E-mail me at argreenberg@alaska.edu

If you e-mail me, please include your name, course name and section number, and briefly explain the nature of your problem. I return e-mails within 24-48 hours. Keep in mind that I typically do not return e-mails on weekends.

3) E-mail me through Blackboard.

You can choose to e-mail right from the Blackboard platform. If you e-mail me, please include your name, course name and section number, and briefly explain the nature of your problem. I return e-mails within 24-48 hours. Keep in mind that I typically do not return e-mails on weekends.

4) Office visit

My office hours are posted at the top of this document. But, I am also in my office at other times not posted working on class material or meeting with other students. You can stop by and check for my availability outside of my normal office hours. Recognize that I will try to accommodate you, but I also may not be able to stop and chat right at that moment.

Before and After Class: Quite often, when I walk into class, I have students run up to the lectern and begin asking questions, sharing a personal experience, inquiring about assignments. PLEASE, recognize that this is not the time to be having these conversations with me. This is class time that you are taking from your peers. After class, I am available for very quick questions or comments. But, this is not the time to do advising, recap previous lectures, discuss personal problems or discuss your performance on an exam. These items should be discussed with me during my office hours.

Class Delays or Cancellations: I will use Blackboard e-mail to send notice of class cancellations or delays. Please be certain to check your UAF e-mail each day for notifications. I will also post an announcement of delays or cancellations on Blackboard, for those of you who use the Blackboard notification system.

Changes or Schedule Adjustments: I will post a Blackboard announcement of any schedule changes, or adjustments to the schedule. It is your responsibility to check Blackboard regularly.

Blackboard: I will use the Blackboard gradebook as the official class gradebook. All grades will be recorded there, as well as a count of your semester absences. I will also use Blackboard to post course materials such as the syllabus, journal articles, handouts and interesting media links.

Sharing: Please be careful about what you share in class. While you and I have confidential communication (FERPA), your classmates have no obligation to keep your personal information confidential.

Academic Dishonesty: Students found to engage in actions or behaviors in violation of academic integrity standards at UAF will receive a grade of F for this class, and will be referred to the Dean of Students for possible UAF disciplinary action. It is your responsibility to learn the UAF Student Code of Conduct policies, which can be found at

<http://www.uaf.edu/catalog/current/academics/regs3.html> :

Honesty is a primary responsibility of you and every other UAF student. The following are common guidelines regarding academic integrity:

- ✦ Students will not collaborate on any quizzes, in-class exams, or take-home exams that contribute to their grade in a course, unless the course instructor grants permission. Only those materials permitted by the instructor may be used to assist in quizzes and examinations.
- ✦ Students will not represent the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses, and other reports.
- ✦ No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

Alleged violations of the Code of Conduct will be reviewed in accordance with procedures specified in regents' policy, university regulations and UAF rules and procedures. For additional information and details about the Student Code of Conduct, contact the dean of students or visit www.alaska.edu/bor/.

Class visitors: Visitors are not permitted without my permission. Please check in with me before class begins. For those wishing to visit more than one class, they will need to register for the course.

SUPPORT SERVICES

Disability/Ability Services: The University of Alaska Fairbanks aspires to provide a safe and assessable learning environment for all students. The Disability Services coordinator at the Center for Health and Counseling (phone: 474-7043; 203 Whitaker) will work with you and I to find the best means to enhance your learning experience here at UAF. Further information is available at their website at <http://www.uaf.edu/apache/disability>

UAF Writing Center: UAF provides a wonderful service to you, the Writing Center, located on the 8th floor in Gruening Building. The center is staffed by UAF graduate students and outstanding undergraduate seniors, who are trained to help you with research papers. It's best to make an appointment (474-5314), though you can drop in and wait. This service is **FREE** to you so please take advantage of it.

Library: The main UAF library, Rasmuson, provides access to major newspapers, journals and news magazines. Many of these may be accessed from home by signing in using your UAF Gmail e-mail account.

Technology Support: The Office of Information Technology (OIT) is available to you for problem-solving Blackboard and the UAF e-mail system. Please speak to them directly for technology problems. You may reach them at 907/450-8300 or e-mail them at helpdesk@uaf.edu .

UAF Student Health and Counseling Office: Available to students for physical and mental health. For an appointment, please call (907) 474-7043. <http://www.uaf.edu/chc/>

Academic Advising: I welcome Sociology majors and minors for advising. Others should speak with an advisor in their major discipline, or contact academic advising at <http://www.uaf.edu/advising/>

TENTATIVE CLASS SCHEDULE *(detailed schedule below)*

| Date | Topic | Text |
|----------|--|---------------|
| 9/8/14 | History and Definitions of Family Violence | Chapter 1 |
| 9/15/14 | Methodology & Theories of Family Violence | Chapter 2 |
| 9/22/14 | Child Neglect and Child Psychological Maltreatment | Chapter 3 |
| 9/29/14 | Child Physical Abuse | Chapter 4 |
| 10/6/14 | Child Sexual Abuse | Chapter 5 |
| 10/13/14 | Abused and Abusive Adolescents | Chapter 6 |
| 10/20/14 | Examination One | Chapters 1-6 |
| 10/27/14 | Dating Aggression, Sexual Assault, and Stalking: Primarily Unmarried, College-Age Individuals | Chapter 7 |
| 11/3/14 | Abused Heterosexual Partners: Primarily Women | Chapter 8 |
| 11/10/14 | Abusive Heterosexual Partners: Primarily Men | Chapter 9 |
| 11/17/14 | Abused and Abusive Partners in Understudied Populations: Cross-Cultural, Immigrant/Ethnic/Racial, Rural, Same-Sex, and Military Groups | Chapter 10 |
| 11/24/14 | Adult Intimate Partner Violence: Practice, Policy, and Prevention | Chapter 11 |
| 12/1/14 | Abuse of Elderly and Disabled Persons | Chapter 12 |
| 12/8/14 | Examination Two/ Research Paper Presentations | Chapters 7-12 |
| 12/15/14 | Research Paper Presentations | |

TENTATIVE, DETAILED CLASS SCHEDULE

The schedule identifies the topic and required readings for each week. I reserve the right to adjust it as needed, with notice.

| Date | Topic | Text |
|---------|---|-----------|
| 9/8/14 | History and Definitions of Family Violence <ul style="list-style-type: none"> ✚ Definitions & Statistics ✚ Why Families Are Violent ✚ How Family Violence Was Discovered ✚ Costs of Family Violence ✚ Prevention to stop family violence before it occurs ✚ Intervention responses to family violence after it occurs ✚ Myths About Family Violence | Chapter 1 |
| 9/15/14 | Methodology & Theories of Family Violence <ul style="list-style-type: none"> ✚ Studying Family Violence ✚ Advocates ✚ Divergent Groups ✚ Research Fields ✚ Theoretical Explanations <ul style="list-style-type: none"> Ⓢ Macrotheories Ⓢ Microtheories Ⓢ Systems Theory and Interactional Theories Ⓢ Social, Symbolic, and Activity Theories Ⓢ Multidimensional Theories. Ⓢ Correlates and Single Factor Variables ✚ Methodological Deficiencies ✚ Methodological Proficiencies ✚ Family Violence Scales ✚ Practice, Policy, & Prevention | Chapter 2 |
| 9/22/14 | Child Neglect and Child Psychological Maltreatment <ul style="list-style-type: none"> ✚ Scope of the Problem of Neglect <ul style="list-style-type: none"> Ⓢ Typologies Ⓢ Cross-cultural neglect Ⓢ Prevalence of neglect Ⓢ Characteristics of Neglected Children Ⓢ Characteristics of Neglectful Parents ✚ Scope of the Problem of Child Emotional Maltreatment <ul style="list-style-type: none"> Ⓢ Characteristics of Maltreated Children and Their Families Ⓢ Parenting Problems in Neglectful and Psychologically Maltreating Families Ⓢ Policy, Practice, and Prevention Guest Speaker: Resource Center For Parents and Children | Chapter 3 |
| 9/29/14 | Child Physical Abuse <ul style="list-style-type: none"> ✚ Scope of the Problem of Child Physical Abuse ✚ Prevalence of Child Physical Abuse ✚ Effects of Child Physical Abuse on Children | Chapter 4 |

| | | |
|----------|--|--------------|
| | <ul style="list-style-type: none"> ✚ Characteristics of Children Who Are Physically Abused ✚ Characteristics of Adults Who Physically Abuse Children ✚ Explaining Child Physical Abuse ✚ Practice, Policy, & Prevention <p>Guest Speaker: Office of Children's Services</p> | |
| 10/6/14 | <p>Child Sexual Abuse</p> <ul style="list-style-type: none"> ✚ Definitions of Child Sexual Abuse (CSA) ✚ Prevalence of Child Sexual Abuse ✚ Reporting CSA ✚ Characteristics of Victims of Child Sexual Abuse ✚ Blame for CSA ✚ Characteristics of Perpetrators of Child Sexual Abuse ✚ Dynamics and Effects of Child Sexual Abuse ✚ Explaining Child Sexual Abuse ✚ Practice, Policy, & Prevention of Child Sexual Abuse ✚ Prevention of CSA <p>Guest Speaker: Child Sexual Abuse Practitioner</p> | Chapter 5 |
| 10/13/14 | <p>Abused and Abusive Adolescents</p> <ul style="list-style-type: none"> ✚ Definitions of parental abuse of adolescents <ul style="list-style-type: none"> Ⓢ Types of parental abuse of adolescents Ⓢ Gender Differences Ⓢ Definitions of sexual abuse of adolescents Ⓢ Practice, Policy, & Prevention for Adolescent Maltreatment ✚ Abuse of Parents by Adolescents <ul style="list-style-type: none"> Ⓢ Prevalence of adolescent abuse of parents Ⓢ Risk Factors for adolescent abuse of parents Ⓢ Explanations of adolescent abuse of parents ✚ Sibling Physical and Sexual Abuse ✚ Effects of Family Abuse on Adolescent Interpersonal Relationship ✚ Adolescent Dating Violence <ul style="list-style-type: none"> Ⓢ Prevalence of adolescent dating violence (DV) Ⓢ Risk Factors for adolescent dating violence (p. 285) Ⓢ Consequences of adolescent dating violence Ⓢ Explanations for Adolescent Dating Violence Ⓢ Practice, Policy, & Prevention for Dating Violence <p>Guest Speaker: RCPC-Stevie's Place</p> | Chapter 6 |
| 10/20/14 | Examination One | Chapters 1-6 |
| 10/27/14 | <p>Dating Aggression, Sexual Assault, and Stalking: Primarily Unmarried, College-Age Individuals</p> <ul style="list-style-type: none"> ✚ Dating Violence <ul style="list-style-type: none"> Ⓢ Factors in Dating Violence Ⓢ Types of Dating Violence Ⓢ Prevalence of Dating Violence Ⓢ Consequences of Dating Violence Ⓢ Explanations for Dating Violence (DV) Ⓢ Traits of Violent College-Age Daters | Chapter 7 |

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| | <ul style="list-style-type: none"> ⊗ Prevention of Dating Violence - College Age ⊗ Policy Issues for Addressing Dating Violence ✚ Sexual Assault, Coercion, Rape/ College Students <ul style="list-style-type: none"> ⊗ Prevalence ⊗ Responses to Sexual Assault ⊗ Attitudes Conducive to Sexual Assault ⊗ Traits of College-Age Sexual Assaulters ⊗ Consequences of Sexual Assault ⊗ Explanations of Sexual Assault ⊗ Treatment for Sexual Assault ⊗ Policy for Addressing Sexual Assault ✚ Stalking <ul style="list-style-type: none"> ⊗ Prevalence of Stalking ⊗ Consequences of Stalking ⊗ Traits of Stalkers ⊗ Responses of Victims to Stalking ⊗ Explanations for Stalking ⊗ Policy for Addressing Stalking ✚ Same-Sex Dating Violence <ul style="list-style-type: none"> ⊗ Prevalence ⊗ Prevention ✚ Cross-Cultural Dating Violence <p>Guest Speaker: UAF Health and Counseling</p> | |
| 11/3/14 | <p>Abused Heterosexual Partners: Primarily Women</p> <ul style="list-style-type: none"> ✚ Blaming Victims of Intimate Partner Violence (IPV) <ul style="list-style-type: none"> ⊗ Blaming Victim by Partner, Society, Professionals ⊗ Self-Blame for IPV ⊗ Consequences of IPV ⊗ Learned Helplessness vs. Survivor Theory ✚ Criminal Justice System Responses to IPV <ul style="list-style-type: none"> ⊗ Legal Issues Confronting IPV Victims ⊗ Arrest Policies Affecting IPV Victims ⊗ Law Enforcement - Victim Interactions ⊗ Prosecution of IPV Perpetrators ⊗ Judicial Behavior Regarding IPV Cases ✚ IPV and Leave/Stay Decisions <ul style="list-style-type: none"> ⊗ Dangers of Leaving IPV Relationships ⊗ Economic Dependence ⊗ Society's Inadequate Support ⊗ Welfare Laws for IPV Victims ⊗ Shelters and Transitional Housing for IPV Victims ⊗ Emotional Factors to Leaving an IPV Relationship <p>Guest Speaker: Interior Alaska Center for Nonviolent Living</p> | Chapter 8 |
| 11/10/14 | <p>Abusive Heterosexual Partners: Primarily Men</p> <ul style="list-style-type: none"> ✚ Male-to-Female Intimate Partner Violence ✚ Sociodemographic Characteristics of Batterers ✚ Patterns of IPV ✚ Cycle of Violence | Chapter 9 |

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| | <ul style="list-style-type: none"> ✚ Estimates of IPV ✚ Psychological/Emotional Abuse ✚ Economic exploitation ✚ Attitudes & Classifications of Batterers ✚ Traits of Batterers ✚ Predicting both male and female IPV ✚ Causes of Battering ✚ Female-to-Male Intimate Partner Violence (FMIPV) ✚ Battered Women Who Kill <p>Guest Speaker: Lisa Haye - LEAP</p> | |
| 11/17/14 | <p>Abused and Abusive Partners in Understudied Populations: Cross-Cultural, Immigrant/Ethnic/Racial, Rural, Same-Sex, and Military Groups</p> <ul style="list-style-type: none"> ✚ Cross-Cultural IPV <ul style="list-style-type: none"> Ⓢ Africa - MFIPV Ⓢ Asia - MFIPV (Table 10.2) Ⓢ Pacific Islanders - Samoans, Tongans, Maori: Risk factors Ⓢ Afghanistan, Pakistan, & Tajikistan Ⓢ Middle East IPV and Denial of Women's Human Rights Ⓢ Europe - IPV Ⓢ Latin America - IPV Ⓢ North America - IPV Ⓢ Immigrant and Ethnic/Racial IPV Ⓢ Trait Comparisons of Individuals Involved in IPV Ⓢ Immigrant and Ethnic Batterers - Motives for IPV Ⓢ Support for MFIPV Victims Among Ethnic Groups Ⓢ Leave/Stay Decisions Among Ethnic Groups Ⓢ Rural MFIPV ✚ Same-Sex Intimate Partner Violence (SSIPV) <ul style="list-style-type: none"> Ⓢ Estimating the Prevalence/Incidence of Same-Sex IPV Ⓢ Partner Violence Ⓢ Consequences of Same-Sex IPV ✚ Military IPV <ul style="list-style-type: none"> Ⓢ History of IPV in the Military Ⓢ Prevalence of military IPV Ⓢ Family violence offenders in the military Ⓢ Relationship between PTSD and IPV <p>Guest Speaker: Family Advocacy Program (FAP) from Fort Wainwright</p> | Chapter 10 |
| 11/24/14 | <p>Adult Intimate Partner Violence: Practice, Policy, and Prevention</p> <ul style="list-style-type: none"> ✚ Agency Practices for Battered Women ✚ Psychotherapists' Practices ✚ Policy for helping battered women <ul style="list-style-type: none"> Ⓢ Discrimination against women in housing Ⓢ Discrimination against women in the court system Ⓢ Legal changes needed to protect battered women | Chapter 11 |

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| | <ul style="list-style-type: none"> ⊙ Economic Support ⊙ Legislative needs of MFIPV victims ⊙ Victim Services ⊙ Health care providers and battered women ✚ Prevention Strategies for IPV <ul style="list-style-type: none"> ⊙ College prevention possibilities ⊙ Public awareness programs needs ⊙ The PREVENT program ⊙ The Duluth mode (BIP) ⊙ Cognitive-behavioral therapy ⊙ Anger management programs for IPV perpetrators ⊙ The Plumas Program ✚ Policy Needs <p>Guest Speaker: Legal Advocate / IAC and Fairbanks Police</p> | |
| 12/1/14 | <p>Abuse of Elderly and Disabled Persons</p> <ul style="list-style-type: none"> ✚ Specific Abuses <ul style="list-style-type: none"> ⊙ Emotional/psychological abuses, physical abuses, financial abuse, sexual abuse, internet pornography, neglect, self-neglect, abandonment, violation of human rights, scams by strangers ✚ Attitudes that promote elder abuse ✚ Prevalence ✚ Consequences of Elder Abuse ✚ Patterns of Abused Elders and Elder Abusers ✚ Characteristics of Abused Elders ✚ Characteristics of Elder Abusers ✚ Explaining Abuse ✚ Practice, Policy, & Prevention <ul style="list-style-type: none"> ⊙ Social Service (APS) Responses to Elder Abuse ⊙ Legal Issues ⊙ Medical Responses ⊙ Policy Issues for Combating Elder Abuse ⊙ Criminal Justice System responses ⊙ Legislation ✚ Abuse of GLTB Elders ✚ Abuse of Disabled Persons ✚ Abuse in Nursing Homes <p>Guest Speaker: Disability Law Center</p> | Chapter 12 |
| 12/8/14 | Examination Two/ Research Paper Presentations | Chapters 7-12 |
| 12/15/14 | Research Paper Presentations | |