

Syllabus Fall 2012
SOCY 3314-001/WMST 3314-001
Tuesday and Thursday 8:00am – 9:15am
Hellemes 141

Instructor: Jenn Roark, MSW, LAC, PhD Candidate
Office: Ketchum 414 (accessed only through west side staircase)
Office Hours: Tuesdays, 9:30am-11:30am
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If have not experienced violence, then you directly know someone who has – whether they hold it in silence or speak it out loud.

COURSE DESCRIPTION

Catalog description

Focuses on aspects of the victimization of women and girls that are "Gendered" - namely, sexual abuse and intimate partner abuse. Also explores the importance of race, class, and sexuality in gendered violence. Same as WMST 3314.

Instructor's description

This course focuses on the nature and extent of violence against women and girls, with an emphasis on child sexual assault, intimate partner abuse, sexual assault, sexual harassment, and stalking. This course will examine how various structural oppressions (e.g., race, class, gender, age, sexuality, disability, immigration status, and so forth) affect women's experience of violence. Although this course focuses on the gendered nature of violence, it will also examine boys and men's experience, but it will not be the main emphasis. The course material will be rooted in the United States; towards the end of the course we will discuss *some* global aspects of violence against women.

COURSE SPECIFIC GOALS

Aside from the four major course goals, one of the main goals for this class is to prepare you for graduate school and any future juvenile justice internships or employment.

1. Introduce you to the major research on violence against women and girls. This goal will be achieved primarily through the readings, class lectures, and discussions.
2. Introduce you to the methods that criminologists use to study violence against women and girls. We will examine how do criminologists determine how much violence there is and the factors that influence reporting and collecting data. We will examine some of the methods that criminologists use to answer questions about violence against women. In particular, we will examine how criminologists estimate the extent of violence against women and girls and trends in victimization. A basic knowledge of these methods will prove invaluable to you, since they will help you evaluate the accuracy of many of the claims (often you hear from friends and family, politicians, media, and so forth) about violence against women and girls.
3. Get you to apply course materials. It is not enough to simply memorize certain facts and theories about violence against women and girls. Such facts and theories are useless unless you can apply them to your own lives and the larger community. In particular, the materials in this course can help you better understand your own behavior and that of the people around you; better in relationships, personal and intimate; better raise your children if you decide to have children;

better evaluate the claims you hear about violence against women and girls from others; and better work toward the control of violence against women in your community. We will achieve this goal through a number of class exercises and demonstrations, and it will be emphasized on the exams.

4. Increase your commitment to work toward the reduction of violence against women and girls. Almost everyone in the violence against women and girls field feels that we can do much more to reduce victimization. This course will help you better formulate your own views on reducing victimization and will encourage you to act on your views. This goal will be achieved through reading and discussing the literature on violence against women and girls, through presentations by individuals working in the field from the juvenile justice field, and through optional service learning activities.

SENSITIVE NATURE OF THIS COURSE

This course intensely discusses victimization of women and girls. This course may traumatize the healthiest of individuals; therefore, it is not recommended to take this course unless you are in a safe space. Some students may find this course helpful because it helps them understand their experiences and the experiences of loved ones; however, this course should not take the place of therapy or victim assistance. If at any time during the course, you are feeling anxiety, depression, or revictimization, you should contact Victim Services, CU Psychological Services, Wardenburg Psychological Services, or your own therapist (I can offer recommendations). Signs that you are experiencing these symptoms are more than usual skipping class, spacing out while reading the material or lecture, not being able to concentrate on course material, and the usual feelings of anxiety or nervousness (i.e., racing thoughts, tight stomach, tight chest, and so forth) or depression (i.e., unmotivated, sleeping more than usual, feeling down in the dumps, eating more than usual, and so forth). If you are experiencing any of these, you should contact any one of the service providers on campus and in the community.

Victim Services:

<http://cuvictimassistance.com/> 303-492-8855

Counseling and Psychological Services:

<https://counseling.colorado.edu/> 303-492-6766

Wardenburg Psychological Services

<http://www.colorado.edu/healthcenter/services/php> 303-492-5652

TEACHING PHILOSOPHY

I am a firm believer that every student has the ability to receive an A in this class. Some students will have to work harder at this than others. It is my responsibility to help foster an environment that is conducive to learning, while challenging students to push the boundaries of their thinking. I make every attempt to be available to students and accommodate students, but I also set clear guidelines and expectations of my students. Much of my philosophy is grounded in a feminist social work background where self-determination and facilitating real change is the key to learning.

Course specific philosophy

The nature of this course is sensitive. It is my responsibility to foster an environment conducive to learning, while challenging popular assumptions about violence against women and girls. A good majority of people are uncomfortable discussing issues of child sexual assault, sexual assault, intimate partner abuse, and other forms of violence, I will work to create an environment that allows for open and honest dialogue. If you are uncomfortable discussing a topic, office hours are an appropriate place in which to discuss ideas and work through the anxiety this course may bring up.

COURSE TEXT

Buzawa, Eve S., Buzawa, Carl G., and Evan Stark. 2012. *Responding to Domestic Violence: The Integration of Criminal Justice and Human Services*. 4th ed. Thousand Oaks, CA: Sage Publishing.

Potter, Hillary. 2008. *Black Women and Intimate Partner Abuse*. New York: New York University Press. (There is a kindle edition.)

Reddington, Frances P. and Betsy Wright Kreisel. 2009. *Sexual Assault: The Victims, the Perpetrators, and the Criminal Justice System*. 2nd ed. Durham, NC: Carolina Academic Press.

DERSIRE 2LEARN (D2L)

I will consistently use D2L as a tool for this course. All readings not assigned in the required text will be posted on D2L, as well as grades, and any other pertinent course information. It is your responsibility to check D2L often. If you are having problems downloading an article or assignment, it is your responsibility to contact a classmate or myself for help in a timely manner.

COMMUNICATION

I use email as the preferred method of communication. I will frequently email updates and other important course announcements. You are required to check your coloardo.edu account regularly..

NOTE TAKING SERVICES

All lecture materials and notes are property of either me or the multiple text publishers for this course. You are not allowed to use notes, recordings, or any other materials gathered outside or inside the classroom for anything other than personal use. In other words, you are not allowed to record (in the form of audio, video, or transcriptions) and sell materials to a note taking service. This is copyright infringement.

CLASS RULES

Class arrival and departure: Arrive on time and do not leave early without prior permission from instructor. In the event you are late, please sneak in quietly and do not disrupt the class.

Cell phones: No use of cell phones (i.e., no texting, no talking, no surfing the net). Cell phones must be on vibrate or silence. If I notice you using your cell phone during lecture, class discussions, or class activities, you may be asked to leave the classroom and it may adversely affect your final grade.

Laptops: Laptops may not be used in this class. There may be opportunities for you to use a laptop during the class time, but you will be notified of laptop approved days.

Assignment Submission: In addition to a hard copy, all assignments must be submitted via D2L in the Safe Submission website. Failure to complete both requirements will result in a zero for the assignment. Assignments must be stapled, binder clipped, or paper clipped. Assignments will not be accepted as “loose leaf.”

Late Assignments: Late assignments are not accepted. In the event that there is an emergency, you must contact me 24 hours prior to the due date. Failure to contact me will result in a zero for the assignment.

Disruptive Behavior: Disruptive students in the academic setting hinder the educational process. Students who fail to adhere to behavioral standards may be subject to discipline. “Disruption,” as applied to the academic setting, means behavior that a reasonable faculty member would view as interfering with normal academic functions. Examples include, but are not limited to: persistently speaking without being recognized or interrupting other speakers; behavior that distracts the class from the subject matter or discussion; or in extreme cases, physical threats, harassing behavior or personal insults, or refusal to comply with faculty direction. Other information about this policy can be obtained at <http://www.colorado.edu/policies/classbehavior.html>

Respectful Discussions: It is a priority that classroom discussion be held in a manner that is respectful and one that fosters further exploration of the topic. At no time during the discussions are students allowed to ask other students about their personal experiences. Enthusiastic discussion and debate is essential and encouraged. Insensitive or mean-spirited comments (especially those based on race, ethnicity, gender, class, sexual orientation, religion, ideas, or beliefs) will not be tolerated. It is my hope that this will not happen, but in the event that a student is acting disrespectful, it is my responsibility to ask the student to stop, and if the behavior continues, it is my responsibility to ask the student to leave. If a student is asked to leave based on disrespectful behavior, I will comply with the university’s policy and the student may be asked to meet with me personally before being allowed back in the classroom. For the university’s policy on disruptive behavior, please see:

<http://www.colorado.edu/policies/classbehavior.html>

CLASS PARTICIPATION/ATTENDANCE

Attendance and class participation inextricably are linked. Although you are not specifically penalized for missing class, excessive absences will affect your grade in numerous ways (i.e., participation points, the ability to understand course materials, in-class assignments, etc.). If you are unable to attend a class, it is strongly recommended that you contact a classmate for course material, as my notes are not provided online. In the event that there are major life events that affect your ability to attend class, it is your responsibility to contact me as soon as possible to discuss your situation.

ACADEMIC INTEGRITY

If I determine that you have violated CU’s academic integrity policy (see below), you will automatically fail the class. It is your responsibility to learn how to prevent plagiarism and submit sole authored work. If you do not understand how to cite properly, please see myself or the writing center for further clarification. I reserve the right to make changes as needed to this syllabus and/or reading schedule.

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, and aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council. Students who are found to be in

violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html>.

DISABILITIES

I make every effort to accommodate students with disabilities. If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact: [303-492-8671](tel:303-492-8671), Center for Community N200, and <http://www.colorado.edu/disabilityservices>.

If you have a temporary medical condition or injury, see guidelines at <http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html>

OTHER OBLIGATIONS

Religious Obligations:

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please notify me via writing and email of any religious obligations by February 1st, 2014. Failure to do so may inhibit my ability to make comparable assignments for missed class work.

See full details at http://www.colorado.edu/policies/fac_relig.html

Athletic and Other Obligations

Please notify me via writing and email if you have any athletic or other obligations. Please notify me via writing and email of any religious obligations by February 1st, 2014. Failure to do so may inhibit my ability to make comparable assignments for missed class work.

CLASS ASSIGNMENTS

Exams

There will be two exams during this course: a midterm and a final. The midterm will be February 25th during class period. The final will be Monday, May 3rd, 7:30pm-10:30pm. The exams will consist of two parts. The first part is a take home exam that will be due on the day of the exam. You will be required to turn in a hard copy and uploaded to D2L. *You will not receive credit if you do not turn in an electronic and hard copy of your take home exam.* Each exam will be worth 20% of your grade. The in-class exam format is multiple-choice/true-false. The take home exam will consist of short essay questions.

Make-up exams: I do not like to give make-up exams. In the event that there is a legitimate, documented emergency, I will provide you with a make-up option. This make-up will consist of essay questions. You will take the make-up exam in my office and there will be no guarantee that it will be a quiet environment.

Accommodations: If you need accommodations for test taking, you must arrange this with me prior to the exam. Specifically, you must attend my office hours to schedule appropriate accommodations.

Reading Quizzes

There will be periodic reading quizzes throughout the semester to ensure you are reading and synthesizing the materials. These quizzes will be administered through D2L. The first quiz will begin the second week of class. The lowest two scores will be dropped. This will be worth 15% of your final grade.

Class Presentation

During this course you will be required to present on a topic regarding violence against women and girls. This presentation should be a synopsis of what you have found from the literature and research. It should be in the form of a power point presentation (please do not use Prezi). You should expect to have everyone in your group to present on the topic to the rest of the class. Along with the class presentation, you must turn in an output for grading that is a synopsis of your presentation. This output may be a flyer, a brochure, or anything other tangible output that I can grade (I am flexible as to what you choose). You must upload a copy of your presentation and your output on D2L. You will not credit if you do not turn in a hard copy and electronic copy of your presentation. Your presentation grade will be determined by your classmates and me. This will be worth 20% of your final grade.

Final Closure Paper

The Final Closure Paper will be an informal think paper. This paper will be an opinion piece, where you will be expected to discuss what you learned over the semester (for example: What surprised you the most? What did you learn?). This paper will be uploaded only on D2L. This will be worth 10% of your final grade.

Speaker Presentations

There will be several guest speakers throughout the semester. For each of the guest speakers, you will be required to turn in a presentation sheet. This will be worth 10% of your final grade.

GRADED ASSIGNMENT VALUE

Exams	
Midterm	20%
Final	20%
Reading Quizzes	15%
Presentation	20%
Speaker Presentations	10%
Final Paper	10%
Participation	5%

Total 100%

GRADE PERCENTAGE

A	>94	C	74-77
A-	90-93	C-	70-73
B+	88-89	D+	68-69
B	84-87	D	64-67
B-	80-83	D-	60-63
C+	78-79	F	<59

GRADE CONTESTING

If you wish to contest a grade, you may do so 24 hours after the returned grade. Please follow this process when contesting a grade:

1. Bring original documentation (i.e., tests, papers, etc.)
2. In writing, describe how your response or work answers the question or fulfills the assignment requirement.

Failure to follow these directions or incomplete contestations will not be considered. I reserve the right to either grade up or grade down.

I will under no circumstances discuss grades via email. You must attend office hours to discuss your grades.

CLASS CONTRACT

By staying enrolled in this class, you agree to the terms laid out in this syllabus. You also agree to the fact, I reserve the right to make any and all changes to classroom rules, course obligations, and reading schedules as I deem necessary. If you do not agree to this, you should consider dropping this class.