Course Syllabus

INTERPERSONAL VIOLENCE LAW AND PUBLIC POLICY



Fall  2018

Instructor: Victoria L. Lutz, JD (“Vicki”)

SYLLABUS for PUAD/CRJU 5930

Method of Delivery: Hybrid (2.5 days in the classroom; the rest online)

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Please contact me with your questions or suggestions ASAP via email or by calling my cell phone.  Phone appointments generally can be set up at your convenience.

**COURSE DESCRIPTION**

This course addresses interpersonal violence in the context of law and public policy.[[1]](https://ucdenver.instructure.com/courses/400318/assignments/syllabus%22%20%5Cl%20%22_edn1)

**Course Information and Objectives**

**Required Texts**

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1) \*Michael E. Kraft and Scott R. Furlong,*Public Policy: Politics, Analysis, and Alternatives 5th Ed.*(Sage 2015) [“Kraft”]

2)  Nancy K.D. Lemon, *Domestic Violence Law 4th Ed.*(West 2013) [“Lemon”]

3)  \*Victoria L. Lutz, “A Guide to Domestic Violence Expert Testimony in Colorado,” *45 Colo. Law. 63*(Nov. 2016) (available via a link on my website: victorialutzattorney.com) [“Lutz” ‘Guide’]

4)  \*Jed Rubenfeld, “The Riddle of Rape by Deception and the Myth of Sexual Autonomy,” *122 Yale L. Jour. 1372*(2013) [“Rubenfeld”]

5)  \*Jody Raphael,*Rape is Rape: How Denial, Distortion, and Victim Blaming Are Fueling a Hidden Acquaintance Rape Crisis*(2013) [“Raphael”]

6)  \*Jimmy Carter, *A Call to Action: Women, Religion, Violence, and Power* (Simon & Schuster Paperbacks 2014) [“Carter”]

...and other materials handed out or assigned as the course progresses.

 “\*” These are available online.

 **Your Outcomes (i.e., What You Should Expect from This Course)**

* You will be more confident that your knowledge of interpersonal violence enables you to express, both verbally and in writing, your passion to end domestic violence and sexual assault.
* You will increase your comfort in looking to the law and beyond the law when interpersonal violence questions arise.
* You will enhance your understanding of public policy work and your ability to factor in multiple, and sometimes contradictory, considerations in creating and evaluating public policy.
* You will incrementally improve your leadership skills and become better at being at the helm of domestic violence and/or sexual assault programs.
* You will be on your way to becoming an intimate partner violence expert that any court could endorse to provide sworn intimate partner violence expert testimony.

**My Expectations of You**

Many factors will affect your grade, including, but not limited to:

* Participating in a thoughtful and thought-provoking way in classroom discussions and online discussions;
* Accessing the online course each week to monitor and participate in discussions, look for announcements, check-in as required, and/or submit assignments;
* Substantiating your discussion postings and details in assignments with proper sources that are generally available at libraries or online (i.e., respected journals, books, government reports, newspaper articles, etc.);
* Submitting assignments, quizzes, and exams (using proper grammar, usage, punctuation, and spelling) on time; and
* Demonstrating superior quality, depth, thoughtfulness, research, communication skills, respect for your classmates, hard work, and professionalism in your oral and written work product.

**My Disclaimers         **

* YOU know more than I do about online teaching and learning since this is only the second time I’ve engaged in either activity. Please be patient with me and feel free to offer your superior technical assistance. I thank you in advance.
* This course will deal with selected topics only, and we will discuss only some of the readings. All assigned readings will deepen your ability to address intimate partner violence in legal and public policy work. If you wish to research an interpersonal violence topic that we don’t cover in the course, by all means please feel free to propose that topic for your Final Project.
* I will focus more on *domestic violence* and *law* than on *sexual assault* and *public policy* because my background is as a lawyer and a domestic violence program administrator. In your exams and discussions, however, you should feel comfortable focusing on any combination of these four course components.
* “The chief enemy of creativity is good sense.” (Pablo Picasso) This is your opportunity to “think outside the box” BUT it’s worth noting that Picasso devoted a lifetime to honing his knowledge of painting and artistic skill. A creative approach begs analysis and development or it is only a daydream.
* Expect that, when you ask me a question I will likely as not reply with a question. Critical thinking is messy and hard work, just like painting.

**COURSE REQUIREMENTS GENERALLY**

In addition to being required to do assigned readings, attend or view lectures, actively participate in first-week classes, and check-in with me online, you will be required to post in threaded discussions during eight designated weeks of our course (as explained below). First-week classroom participation is 10% of your grade, and your check-ins and eight threaded discussion posts are another 10% (8% for threaded discussions and 2% for check-ins). Two quizzes total 20%.  A midterm exam that includes two essay questions of seven pages each or less is worth 25%, and a final writing project of 25 pages or less is 35% of your grade. Details follow.

**Assignments and Grading Percentages**                                               

**1) (10%) Classroom Participation (the first two and a half days):**

This will be when we get to learn a little about each other, exchange stories, watch videos, play games, hone and get comfortable with the basics, listen to guest speakers, and experience our only face-to-face group education.

**These first two and a half days will be more interesting, rewarding, and enjoyable if everyone has studied the materials that have been assigned to be read BEFORE you get to class on Sunday, August 12th.**

Conversely, you may be bored and, with due respect, you likely will not fare as well if you come to class on August 12thwithout having read and “made your own” the materials in the assigned reading. These readings are not difficult and you probably already have a decent grasp of the content; the goal is to make the content part of “muscle memory.”

**2) (10%) Threaded Discussions (i. e., 8%) and Check-ins (i.e., 2%):**

**a) Each student is required to participate in eight designated threaded discussions that will be developed during this course. There will be required discussions in weeks 4, 6, 8, 11, 12, 13, 14, and 15.**These eight will be the only threaded discussions that will be calculated in this 10% of your grade. To be clear, there will be NO “required” threaded discussions in weeks 1, 2, 3, 5, 7, 9, and 10, but you are encouraged to share your views throughout the course.

**b) Each student will choose one of eight designated weeks during which to begin a threaded discussion, which that student will launch with a thoughtful question or topic for discussion no later than midnight MST, Tuesday, of the week following the deadline for having read the materials. Each classmate will post comments by Sunday. The student who launched the discussion will, by midnight MST, on Monday, then summarize the week’s posts for the class in a final post.** See the following for an EXAMPLE:

*EXAMPLE: During our first week together, let’s say that Student “A” has chosen Week #4 during which to launch and summarize a discussion chain, for which the reading is required to have been completed by September 3rd. (See this Syllabus, page 7: “Lemon: pp. 89 – 103; Kraft: pp. 140 – 167 (41 pgs.)\*\*\*” [under “****Required Reading: to Be Read PRIOR to the Dates Below”****].)*

*Student “A” must launch her discussion question or topic by no later than Tuesday, September 4th.  Maybe she’ll ask the class to weigh in on what each person thinks are the two most controversial topics suggested by these Lemon and Kraft readings.*

*Each class member will then post at least one thread that flows from that query by midnight, MST, on Sunday, September 9th.*

*By midnight, MST, on Monday, September 10th, Student “A” will briefly and concisely post (in no more than 200 words) a summary of that week’s discussion threads.*

c) Your participation in each of the eight weeks’ topic discussions should be short and concise (i.e., not more than 200 words) but should provide commentary that demonstrates that you read and thought critically about the material. (“I agree” or “I disagree” is insufficient.) **One threaded comment per student in each of the designated eight weeks is required.** Posts should be throughout the week (and not limited to the final day or hours) because the purpose of these discussions is to “discuss,” i.e., engage in an exchange of ideas.

d) **Additionally**, you are required to check-in with me online once each week in which there is no threaded discussion required. A few sentences about the week’s reading is all that is needed. This will satisfy your class attendance requirement.

In graded threaded discussion weeks, your post will do double-duty as a threaded discussion post AND a check-in. Stated differently, in weeks **4, 6, 8, 11, 12, 13, 14, and 15 you do not need to do a free-standing "check-in" post** because your graded threaded discussion post will be your "check-in" and satisfy the attendance requirements for those weeks.

**Note**: You should feel free to consult with your classmates on discussion threads with the caveat being that each discussion thread that you submit is your own unique work product.

**3) (20%) Two Quizzes (i.e., 10% each):**

These quizzes will include information from our classroom time together as well as any discussions and relevant reading up to and including the dates specified in **bold** below.

For your convenience, these quizzes are available to you now BUT they are part of your learning experience, so it is advisable to read the relevant assigned materials BEFORE you take each quiz. You should get "100" (i.e., the full 10% of your final grade) on each quiz. "Trust me." The directions at the beginning of each quiz will explain my confidence in the grade you will be able to receive.

My hope is that instead of stressing about "which is the correct answer" you will use your mental energies to LEARN all of the correct answers, many of which will be relevant for your Midterm Exam and Final Project.

**You may not work with anyone on these quizzes.**

The first quiz covers the course (including lectures and readings) THROUGH **Monday, August 20th, and must be submitted to me by midnight MST, Sunday, August 26th.**

The second quiz covers the course (including lectures and readings) THROUGH**Monday, September 10th, and must be submitted to me by midnight MST, Sunday, September 16th.**

**4) (25%) Midterm Exam:**

**The open-book midterm will consist of TWO multi-part essay questions.** The essays will be limited to seven pages per each of the two essays, including endnote, bibliography, and citation pages. Please use only sources that I can access online or that are in the course texts, assigned readings, class discussions, and materials. I won’t look beyond these sources nor will I search for a source for which you have provided an inaccurate citation. The bottom line is that it is your responsibility to make sure I can source what’s in your essays to my heart’s content.

**You may not work with anyone on this Midterm Exam.** The only exception is that you may ask anyone NOT in the class (e.g., your father, sister, high school English teacher) to review the exam for grammar, spelling, usage, and punctuation **ONLY**. Use 12-point Arial font for text AND any endnotes you wish to include (NO footnotes), one-inch margins, and double-spacing throughout. Number pages, e.g., "1 of 7," and place your name and the page number in a header or footer on each page. Paragraphs should have no less than two sentences and generally be limited to 100 words each. Readers prefer active to passive voice as a rule.

You will have the midterm exam on **Monday, September 24th, to be submitted to me through Canvas by midnight MST, Sunday, October 14th.**

**5) (35%) Final Project:**

A list of suggested topics can be found in Module #1. Please let me know your choice as soon as possible, but no later than **midnight MST,** **TUESDAY, October 23rd. NOTE:***If you have a different topic of your own that you have not written about but would like to research and write about for this final project, please let me know by****midnight MST****,****Monday, October 22nd,*** so that I have time to assess the topic and get back to you quickly with whether or not your topic is acceptable for this final project.

You will have my formal approval of your topics by **midnight, MST, Monday, October 29th (or sooner).**

Your one-page outline is due by **midnight MST, Monday, November 5th.**

The Final Project will be limited to 25 pages, including endnote, bibliography, and citation pages. Please use only sources that I can access online or that are in the course texts and assigned readings and class discussions and materials. I won’t look beyond these sources nor will I search for a source for which you have provided an inaccurate citation. The bottom line is that it is your responsibility to make sure I can find the sources for your work.

**You may not work with anyone on this Final Project.** The only exception is that you may ask anyone NOT in the class (e.g., your grandparents, spouse, or private tutor) to review the exam for grammar, spelling, usage, and punctuation **ONLY.** Use 12-point Arial font for text and endnotes (NO footnotes), one-inch margins, and double-spacing throughout. Number pages, e.g., "1 of 25," and place your name and the page number in a header or footer on each page. Paragraphs should have no less than two sentences and generally be limited to 100 words each. Readers prefer active to passive voice as a rule.

**Your Final Project must be submitted to me through Canvas by midnight MST, Monday, December 3rd.**

**Important Dates:
                                                                                                                                                                 **

August 12-14               Classroom Time

August 20                    Quiz #1 Includes Everything Through this Date

August 26                    Quiz #1 Due Date

September 10             Quiz #2 Includes Everything Through this Date

September 16             Quiz #2 Due Date

September 24             Midterm Exam Published

October 14                  Midterm Exam Due Date

October 22                  Last Day to Submit a Request for a Different Final Project Topic

October 23                  Last Day for Your Submission of Final Project Topics

October 29                  Last Date for My Approval of Your Final Project Topics

November 5                Final Project Outline Due

December 3                Final Project Due Date

**Required Reading: to Be Read *PRIOR* to the Dates Below**

**WEEK #’s:**

**#1, August 12:**       Lutz ‘Guide’; Kraft: pp. 1 – 31; Carter: Chapter 5. (60 pgs.)

**#2, August 20:**        Lemon: pp. 1 – 10; Kraft: pp. 35 – 69; 112 – 124. (55 pgs.)

**#3, August 27:**      Lemon: pp. 11 – 69. (58 pgs.)

**#4, September 3:**    Lemon: pp. 89 – 103; Kraft: pp. 140 – 167. (41 pgs.)\*\*\*

**#5, September 10:**  Lemon: pp. 105 – 141. (36 pgs.)

**#6, September 17:**  Lemon: pp.  141 – 182. (41 pgs.)\*\*\*

**#7, September 24:**  Lemon: pp. 183 – 199; 275 – 293. (34 pgs.)

**#8, October 1:**         Lemon: pp. 327 – 338; 363 – 367; 404 – 406; 416 – 420; 432 – 444. (33 pgs.)\*\*\*

**#9, October 8:**        Lemon: pp. 447 – 453; 455 – 473. (24 pgs.)

**#10, October 15:**     Lemon: pp. 495 – 507; Carter: Chapters 11 & 14; Rubenfeld: pp. 1375 – 1395. (43 pgs.)

**#11, October 22:**     Raphael: Chapters 3 & 4. (41 pgs.)\*\*\*

**#12, October 29:**  Lemon: pp. 521 – 555; 566 – 583. (51 pgs.)\*\*\*

**#13, November 5:**   Lemon: pp. 613 – 621; 648 – 653; 693 – 699; 747 – 768; 819 – 820; 855 – 860. (47 pgs.)\*\*\*

**#14, November 12:** Lemon: pp.; 882 – 885; 890 – 895; 901 – 919; 934 – 942; 959 – 976. (51 pgs.)\*\*\*

**#15, November 19:** Lemon: pp. 1023 – 1027; 1045 – 1058; 1101 – 1110; Carter: pp. 125 – 136. (37 pgs.)\*\*\*

**November 26:**      No class or assignment

**“ \*\*\* ”  Required Threaded Discussion Week**

**COURSE POLICY OVERVIEW                                                          **

* Make sure to check Announcements each time you log in. The Announcements page will be the main source for your class updates and general announcements. Announcements may also be sent via email—if you use a different email address than your university email, it is your responsibility to make sure that email address is linked to your university email.
* No late assignments will be accepted without prior discussion with me. The deadlines for each assignment are in your syllabus.
* I will generally respond to emails within 48 HOURS. If you have not received a response within that time period, please contact me again. To ensure that your emails reach me, please use your UCD email address and my UCD email address (vicki.lutz@ucdenver.edu). If there is a communication issue, call my cell phone: 970.219.3768.
* For your written assignments: 1) use double spacing, 12-point Arial font, 1” margins, and have a footer or header with your name and the page number; 2) number the pages (e.g., "1 of 7"); 3) use endnotes rather than footnotes; and 4) remember that endnote pages, bibliographies, citation pages, etc. all count toward the page limit. See other directions specific to your Midterm and Final Project. Cover pages are optional and do not count toward page limitations.
* A word to the wise: poor grammar, misspelled words, improper usage, and verbosity take a toll on this reader. Now is as good a time as any to practice writing in clear, concise, plain English. Ruthlessly editing your first draft by 25% will invariably produce a better end product.
* Your written assignments should be delivered to me via the submission attachment for each assignment. When submitting documents, please label all ﬁles: yourlastname(s).assignmentname.doc/docx/pdf (e.g. SowaCarlsonRamirez.GroupPolicyAnalysis.doc). Please double check to make sure that your name(s) and page numbers are included within your document.
* It is your responsibility to get the document to me in a format that I can open and mark up with comments. Documents submitted through Google Docs or Open Ofﬁce are not acceptable; please use Word (or PDFs, if necessary). When you submit a document through Canvas, you will see a clearly visible green check mark that shows you have successfully posted the assignment.
* Incompletes are reserved solely for emergency situations. I recognize that students can have a variety of pressures in their jobs and personal lives. However, to receive an incomplete in the class, you must have completed a majority of the course material. Therefore, if you are experiencing challenges in completing the course, make sure to speak with me sooner rather than later to discuss options.
* I follow university procedures concerning academic integrity and plagiarism. Please see the following links for the student code of conduct: [http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/resources/Pages/plagiarism.aspx (Links to an external site.)Links to an external site.](http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/resources/Pages/plagiarism.aspx) [http://www.ucdenver.edu/life/services/standards/students/Pages/default.aspx (Links to an external site.)Links to an external site.](http://www.ucdenver.edu/life/services/standards/students/Pages/default.aspx)
* Educational access is the provision of classroom accommodations, auxiliary aids, and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Ofﬁce of Disability Resources and Services at (303) 556-3450 (TTY-(303) 556-4766). The Ofﬁce is located in NC 2514. Accommodations need to be requested in advance and will not be granted retroactively.
* If you have technical questions or problems speciﬁc to Canvas, please contact the help desk via phone (303-315-3700) or e-mail (cuonlinehelp@ucdenver.edu).

**Online Classroom Policies**

Because online courses are not limited to classrooms like traditional learning environments, students have one week to complete all assignments listed for a particular week of the course unless this syllabus states otherwise. Therefore, students can choose when they want to complete their work during the week. Students are not required to be "online" at any assigned time. There are 15 Module weeks that will be completed during the term. Course weeks end on Sundays at midnight, Mountain Standard Time (MST).

**Attendance**

Students are considered to be attending an online class if they log into the course (“check-in”) and submit at least a few sentences that indicate online that the materials have been read. Students also are considered in attendance when they submit any of the threaded discussion assignments set forth in the course. Attendance for the previous week is taken Sunday at midnight, MST.  Failure to meet these minimum requirements will constitute an absence for the week.

Students are expected to want to participate and contribute to discussions. Because the eight weeks of designated threaded discussions are interactive and time-sensitive, I will not be able to allow late posts (outside the relevant week in the course).

**Late Work**

We all have circumstances that come up in our lives.  If you need an extension, please notify me in writing as soon as possible.  Any late work is subject to a reduced grade.

**Online Etiquette**

The majority of online class time is spent posting opinions and sharing information. Therefore, it is important to communicate with courtesy and professionalism. Professional courtesy includes respecting others' opinions and being careful in your phrasing. Sexist and racist language should not be used when communicating in the course. Unless there is a communication or literary goal to its use, slang should be avoided in posts.  The same guidelines for professional communication in the classroom apply to content that a student references in a discussion or assignment. Please make sure that all content that is brought into the online classroom is professional in nature. If a student links to material that is not validated by fact-checking, non-professional, or gratuitously derogatory, the link will be deleted and the student may be subject to further disciplinary action.

**Gradebook**

Grades will be posted within one week after the scheduled due date for quizzes, two weeks for the Midterm Exam, and in a reasonable time following submission of your Final Project. Gradebook questions should not be asked prior to these stated windows.

**Email Procedure**

Emails generally will be returned within 48 hours of receipt.  (I will be out-of-the-state briefly for a week during the semester. If I’m having any difficulty returning emails at any point, I’ll let you know by whatever phone number you provide to me and we can make arrangements to speak on the phone.) Please clearly indicate your question, comment, or concern and include your name and, if you like, an optimal time for me to reply to you. If I can, I'll try to accommodate  your "online" scheduling convenience but please be forgiving if I'm not always able to do so.

**Threaded Discussion Policy**

To receive full credit for each of eight required posts, students should, e.g.:

* demonstrate having read the week’s material by volunteering answers to questions and/or seeking clarification of points in the readings,
* ask questions that extend the thinking of the class and the instructor,
* contribute relevant examples that support and justify claims,
* share experiences when relevant, and
* develop each post and support your position with research or expert opinions.
* **ALWAYS:**
* maintain an attitude of professional courtesy,
* bring unique thought, insight and depth to the topic at hand,
* use proper grammar, spelling, punctuation, and
* cite where necessary.

**Grading Policy**

Projects and assignments will be submitted as electronic files or through the online course tools (quizzes, etc.). Assignments will not be accepted via email (unless a student and I agree otherwise in advance of submission). All assignments related to class must be posted in the course in order to be graded.

**Grading Scale**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Course Credit** | **Numerical Equivalent** | **Indicates** |
| *A* | *4.0* | *93-100* | *Excellent* |
| *A-* | *3.7* | *90-92* |  |
| *B+* | *3.3* | *87-89* |  |
| *B* | *3.0* | *83-86* | *Above Average* |
| *B-* | *2.7* | *80-82* |  |
| *C+* | *2.3* | *77-79* |  |
| *C* | *2.0* | *73-76* | *Average* |
| *C-* | *1.7* | *70-72* |  |
| *D+* | *1.3* | *66-69* |  |
| *D* | *1.0* | *60-65* | *Below Average* |
| *F* | *0* | *0-59* | *Failure* |

**Academic Honesty**

Plagiarism of any kind can result in a failing grade. Please see the handout on specific policies and procedures for the UCD & SPA.

**Students with Disabilities:**

Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS), 177 Arts Building, 303-556-3450, TTY 303-556-4766, FAX 303-556-2074.  DRS requires students to provide current and adequate documentation of their disabilities.  Once a student has registered DRS will review the accommodations.  DRS will then provide the student with a letter indicating which academic accommodations have been approved.  Please provide me with a copy of the DRS letter; I will be happy to provide the approved accommodations.

[[1]](https://ucdenver.instructure.com/courses/400318/assignments/syllabus%22%20%5Cl%20%22_ednref1) PUAD 5930: Interpersonal Violence Law and Public Policy
“This course will address how IPV intersects with the criminal and civil legal systems. Students will learn about legal advocacy for IPV survivors, law and policy development, and the legal remedies and challenges regarding gender-based violence, sexual assault, stalking, and human trafficking. The objectives for this course include gaining insight into the public policies surrounding IPV; have [sic] a firm knowledge of the processes to change law and policy; understand [sic] how research on the law enforcement response to gender-based violence has influenced public policy; understand [sic] the state of the research surrounding IPV and the legal system; and understand [sic] the dynamics of performing legal advocacy with IPV survivors.”