# PUAD/CRJU 5910: Nature and Scope of Interpersonal Violence

#  School of Public Affairs

**University of Colorado Denver**

**COURSE SYLLABUS**

**Fall 2019**

**Instructor Name: Kathryn Woods, MSW, MPA, LCSW, PhD**

**Instructor Phone: 970-391-9745**

**Instructor Email: Kathryn.woods@ucdenver.edu**

**Office Hours:** By appointment

**Class Days/Times:** August 11, 12 & 13, 8:30am-5:30pm and Online

* **Email is always the best way to reach me.** If you do call me, please identify yourself and the course about which you are calling

# COURSE OVERVIEW

1. **Welcome!**I am excited to share in our learning and growing over the semester. My goal is to have a feminist, trauma-informed classroom where all of our voices are valued equally!

# University Course Catalog DescriptionAnalyzes the social, historical, political, legal and psychological aspects of gender-based violence. Topics include definitions of the problem, demographics, children and youth exposure, and national and global perspectives. Strategies for prevention, intervention, treatment, and social change are explored.

# Course Goals and Learning ObjectivesBy the end of the course:

* You will be able to demonstrate that you understand core concepts about gender based violence
* You will be able to demonstrate that you truly understand the nature and scope of violence against women and women’s use of violence
* You will be able to analyze diverse viewpoints related to violence against women.
* You will be able to demonstrate an in-depth knowledge of at least one aspect of gender based violence.
* You will be able to demonstrate how to reduce at least one aspect of gender based violence.

Additionally, course readings and assignments will provide students opportunities to further develop the competencies the School of Public Affairs has established for its Masters in Criminal Justice (MCJ) and Masters in Public Administration (MPA) degrees. Those are:

**MCJ Program Competencies:**

In the SPA CCJ program, students will become innovative thinkers and skilled professionals in the field of criminology and criminal justice by developing five main competencies, including:

(1) substantive knowledge,

(2) research skills,

(3) critical thinking,

(4) effective communication, and

(5) diversity and cultural literacy.

**MPA Program Competencies**

|  |
| --- |
| 1.Select and use appropriate research methods and analytical tools for collecting and analyzing data |
| 2.Find and synthesize existing data to inform decisions |
| 3.Critically assess, review, and understand research |
| 4.Understand and be able to apply different perspectives and assumptions to generate policy and management decision alternatives  |
| 5. Be able to communicate effectively in writing to a variety of audiences |

# Course Prerequisites There are no prerequisites for the course.

# Course Credits 3 credits

# Required Texts and Materials

Bean, L. (2018). *Written on the body: Letters from trans and non-binary survivors of sexual*

*assault and domestic violence.* Philadelphia, PA: Jessica Kingsley Publishers. ISBN: 978-

1-78592-797-3

Castelli, E.A. & Jakobsen, J.R. (Eds). (2004). *Interventions: Activists and Academics Respond to*

*Violence.* New York, NY: Palgrave Macmillan. ISBN: 140396582X

INCITE! Women of Color Against Violence. (Ed.) (2006). *Color of Violence: The Incite! Anthology.*

Cambridge, Massachusetts: South End Press. ISBN: 978-0-89608-762-0

Krakauer, J. (2015). *Missoula: Rape and the Justice System in a College Town.* New York, NY:

Anchor Books. ISBN: 978-0-80421-7056-7

Lockhart, L.L. & Danis, F.S. (2010).  *Domestic Violence: Intersectionality & Culturally Competent*

*Practice*. New York, NY: Columbia University Press. ISBN: 978-0-231-14027-0

Snyder, R.L. (2019). *No visible bruises: What we don’t know about domestic violence can kill us.*

New York, NY: Bloomsbury Publishing. ISBN 978-1-6355-709-77

# Course Schedule

The schedule should include the sequence of course topics, the preparations or readings, and the assignments with due dates. For the readings, give page numbers in addition to chapter numbers to help students budget their time. Exam dates should be firmly fixed, while dates for topics and activities may be listed as tentative. Notify students in writing if the syllabus is revised.

**CLASS SCHEDULE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topics/Activities** | **Readings** | **Assignment** |
| Intensive, Day One | * Gender-Based Violence – What is Happening, Why is it Happening, Cultural Context
* Intersectionality
* Sociological Model
 | See below for readings to be completed prior to the intensive | Assignment 1 – 8/11 by 8am |
| Intensive, Day Two | * Women as Offenders
* Consequences of IPV
* IPV on College Campuses
* Group Presentations
 |  |
| Intensive, Day Three | * Group Presentations
* IPV and the Workplace
 | Assignment 2 – 8/14 by midnight |
| Online, 8/19-8/25 | * Gender-Based Violence in our daily lives
 | Castelli 1 | For all online units: Initial post by Tuesday at midnight, 2 responses to colleagues’ posts Saturday at midnight |
| 8/26-9/1 | * Gender-Based Violence and offenders
 | *No Visible Bruises*, Part 2 |  |
| 9/2-9/15Note: 2 weeks | * Same-sex GBV and violence against Trans\* people
 | *Written on the Body* |  |
| 9/16-9/22 | * Military Violence Against Women
 | Lockhart 10 | Assignment 3 – 9/22 by midnight |
| 9/23-10/6Note: 2 weeks | * Discussion of *Missoula*
 | *Missoula* |   |
| 10/7-10/13 | * GBV and domestic/global terror
 | Castelli 2INCITE 12 |  |
| 10/14-10/20 | * GBV and the Criminal Legal System
 | INCITE 17-19, 25 |  |
| 10/21-10/27 | * Systems Response to GBV
 | *No Visible Bruises,* Part 3 |  |
| 10/28-11/3 | * GBV and Immigration/Refugees
 | INCITE 14, 15Lockhart 6 | Paper topic and outline – 10/28 by midnight |  |
| 11/4-11/17Note: 2 weeks | * IPV and culturally diverse populations
 | Lockhart 3-5, 7-9, 12-13 |  |
| 11/18-11/24 | * Reflection
 |  |  |
| 11/25-12/1 | FALL BREAK - ENJOY |  |  |
| 12/2- 12/9 | * Activism and next steps
 | INCITE 22-24, 26Castelli 19 |  |
| 12/9-12/14 | * FINALS WEEK – FINAL PAPER DUE
 |  | Final Paper – 12/10 by midnight |

# EVALUATION

# Assignments

# Please see the bottom of the syllabus for full assignment details including how to prepare for the intensive.

**Written Assignment #1, 2 & 3**

The three written assignments involve responding to questions posed by the instructor in a short answer format. These responses should be typed, using 12 point Times New Roman font and 1-inch margins, single spaced. It is acceptable and encouraged to copy and paste the instructor’s question into your assignment so that it is clear which question you are answering. The questions for all three assignments are included below. These assignments should be between 2-4 pages, single spaced.

**Group Presentation**

Divide into teams and select one of the topics provided in class.

Before the class on the day of your presentation (August 14th or 15th), get with your team and, as a team, prepare to facilitate class discussion of:

1. The reading/concept your team selected … including definition of terms.
2. How the **sociological model** can help us understand the reading/concept.

Using the **sociological model**, how the reading/concepts affects our lives today (personal and professional)

How we can reduce and eliminate the negative effects and increase positive effects (what is our individual and collective responsibility and how we can increase our response-ability).

1. NOTE: THESE ARE A **MUST**
* **Spend less than 2 minutes re-reviewing the material already covered in the readings. Be creative and provide additional information about the topic / issue.**
* **Use visual aids**
* **Engage the class – not just talking heads**. (quizzes, questionnaires, problem solving, activities, etc)
* **Be creative.**
* **Your facilitation should be about 30 minutes in length.**
* **All students are to read and think about all of the material so we can all actively participate in the discussions.**

**Online Discussions**

The instructor will provide discussion prompts or material for each online unit. Each student is responsible for providing one initial, original post responding to the discussion question for each unit by Tuesday at midnight. Then each student is responsible for responding to a minimum of two other students’ posts by Saturday at midnight. Responses should be thoughtful and thorough. This requires more than just responding, “I agree” or “I disagree.” Please post responses throughout the unit and not only in the last couple of days. This will provide a richer and fuller discussion. Please continue to check the discussion board through Sunday so you can respond to your colleagues (especially if they have commented on your post). See the course schedule for more detail about when units start and topics.

**Paper Topic & Outline**

Type (12 pt type, Times New Roman, 1 inch margins, etc.) short answers to the following, clearly indicating which question you are answering (cut & paste – drag & drop – the question onto your paper & answer the question) and showing that you read and understood the material. This assignment should be 2-4 pages.

1. What is your topic for your final paper?
2. Synopsis of your paper? (Note: I understand that this is a draft and may change)
3. Outline the Sociological Model components as it applies to your topic:
	1. Ideology
	2. Political Economy (Institutions involved)
	3. Social Psychology (people involved)
	4. Behavior
	5. Social Psychology of Societal Reaction (reaction of people)
	6. Political Economy of Societal Reaction (reaction of institutions)
4. Initial thoughts on your concrete, realistic action steps.

**Final Paper**

Please see the bottom of the syllabus for your final paper assignment.

# Basis for Final Grade

| Assignment\* | Grade Points |
| --- | --- |
| INTENSIVE – AUGUST 2019 |
| Team Facilitation/Presentation as graded by instructor | 15 |
| Written assignment 1 & 2 (10 points each) | 20 |
| ONLINE – FALL 2019 |
| Participation in online discussions | 15 |
| Written Assignment 3 | 10 |
| Paper Topic and Outline | 5 |
| Final Paper | 35 |
| **Total:** | **100** |

|  |
| --- |
| Scale (points) |
| 94-100 | A |
| 90-93 | A- |
| 87-89 | B+ |
| 84-86 | B |
| 80-83 | B- |
| 77-79 | C+ |
| 74-76 | C |
| 70-73 | C- |
| 67-69 | D+ |
| 64-66 | D |
| 60-63 | D- |
| 0 - 59 | F |

# Grade Dissemination

The purpose of grading is to assess your progress in the course and your understanding of the course material. I care about your progress in the course and want you to be successful! Please let me know if there are ways I can be helpful.

I only grade written work online. All of your written work will be submitted through the Canvas course shell. **I do not accept assignments handed in to me in person or sent through email.** The exception to this policy is in-class work we complete during the intensive portion of the course (e.g., group presentations). Graded assignments in this course will also be returned via the Canvas course shell. You can access your scores at any time within the Canvas gradebook.

My goal is to provide grades and feedback on written assignments within two weeks. I will return the final paper by the day grades are due at the end of the semester. If there are unanticipated circumstances that would change this timetable, I will communicate with you.

# COURSE PROCEDURES

1. **Course Policies: Grades**

UC Denver Student Attendance and Absences Policy: [http://www.ucdenver.edu/faculty\_staff/employees/policies/Policies%20Library/OAA/St](http://www.ucdenver.edu/faculty_staff/employees/policies/Policies%20Library/OAA/StudentAttendance.pdf) [ud entAttendance.pdf](http://www.ucdenver.edu/faculty_staff/employees/policies/Policies%20Library/OAA/StudentAttendance.pdf)



Participation Expectations:

Class participation, in-person and online, is crucial to the success of this course. This course is designed to challenge you to think critically about issues of interpersonal violence, and how the meaning of gender influences our experiences. During this course you will be exposed to the voices and experiences of a variety of people. Your experiences will not be the same as those of all of the authors. You will not agree with everything that is said.

I operate from the philosophy of a feminist classroom. At its core, a feminist classroom believes that, rather than the instructor “teaching” you the material while you listen, instead we all – instructor and students – have knowledge and experiences that are vital to the learning of the group. It is my expectation that we all learn from each other and that everyone contributes to the conversation. If you feel like the classroom environment is not comfortable for you to share your perspectives, I would appreciate hearing from you via e-mail or in an individual appointment so that we can work to make the environment more conducive for constructive conversation. I want this class to be a good experience for you! Please let me know how I can enhance your learning.

**Late Work Policy**:

All assignments must be completed and submitted on due dates. Extensions of assignments will be granted only in cases of verified and **documented** illness or emergency; ***or*** by contacting and securing ***prior approval*** from the instructor. Late work that is not approved by the instructor will have 5 points deducted per day late.

**Grades of "Incomplete":**

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course; students have up to one year (three semesters) to complete course requirements. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished within the time allowed or the “I” will automatically be recorded as an “F” on your transcript.

**Group Work Policy**:

Everyone must take part in a group project. All members of a group will receive the same score; that is, the project is assessed, and everyone receives this score. Once formed, groups cannot be altered or switched.

# Course Policies: Technology and Media

**Email: O**fficial university communication is only sent via a student’s university email address. My preference is that you use your official university address to communicate with me. I often send emails through Canvas. In general, you can expect an email response from me within 24 hours.

**Laptop and Mobile Device Usage:** Feel free to use a laptop or tablet in class to take notes. Please refrain from connecting to the internet except for breaks. Please make sure all devices are on silent during the course. If you need to take care of personal business, please leave the classroom.

# Course Policies: Student Expectations Civility:

My commitment is to create a climate for learning characterized by respect for each other and the contributions each person makes to class. I ask that you make a similar commitment.

**Diversity and Inclusion**

I support an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. I ask that students respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own. I will make a commitment to do this as well. If you feel the classroom is not a safe space to bring your whole self, I would appreciate hearing from you so that we can make adjustments.

In addition, in scheduling assignments, I have attempted to avoid conflicts with major religious holidays. If, however, I have inadvertently scheduled an exam or major deadline that creates a conflict with your religious observances, please let me know as soon as possible so that we can make other arrangements.

# The Student and Community Counseling Center (located in Tivoli 454)

I am aware that some students may be feeling overwhelmed or experiencing life stressors that interfere with academic or personal success. The Student and Community Counseling Center is located in Tivoli 454 and provides cost-free and confidentia**l** mental health services to help students manage personal challenges that impact emotional or academic wellbeing. You can learn more at the Center at [http://www.ucdenver.edu/life/services/counseling-](http://www.ucdenver.edu/life/services/counseling-center) [center](http://www.ucdenver.edu/life/services/counseling-center) or by calling 303-556-4372.

# Emergency Support

# The Loving Lynx Committee is a resource available for CU Denver students dealing with unanticipated events related (but not limited) to: accidents, medical or dental emergencies, natural disasters, and/or a need for temporary housing. If you are unsure if your situation constitutes as an unanticipated event, we encourage you to contact the Dean of Student’s Office (<http://www.ucdenver.edu/life/services/DeanofStudents/Pages/Homeless-Student-Initiative.aspx>) to discuss your situation.

# The CU Denver Food Pantry provides access to non-perishable food and personal care items for CU Denver students in need; all CU Denver students are welcome (must have current student ID). The CU Denver Food Pantry is located on the 3rd floor of the Lola & Rob Salazar Student Wellness Center. For more information, email foodpantry@ucdenver.edu.

# Campus Assessment, Response & Evaluation (CARE)

The Campus Assessment, Response & Evaluation (CARE) Team, which was created at the University of Colorado Denver and Anschutz Medical Campuses to address the health and safety needs of students as well as the campus community. The CARE team’s purpose is to promote a safe productive learning, living and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at <http://www.ucdenver.edu/life/services/CARE/Pages/default.aspx>or call 303- 352-3579.

**Electronic Cigarettes** (e-cigarettes): The use of e-cigarettes is distracting in the classroom environment not only to the instructor but to other students. The use of e- cigarettes during all classroom activity is prohibited. Any student who does not comply with this rule will be asked to leave the classroom immediately so as to not disrupt the learning environment. Pursuant to the Auraria Campus Smoking Policy, the use of e- cigarettes indoors and within twenty-five (25) feet of any entrance is strictly prohibited. [http://www.ucdenver.edu/faculty\_staff/employees/policies/Policies%20Library/Admin/S](http://www.ucdenver.edu/faculty_staff/employees/policies/Policies%20Library/Admin/Smoke-Free.pdf) [moke-Free.pdf](http://www.ucdenver.edu/faculty_staff/employees/policies/Policies%20Library/Admin/Smoke-Free.pdf)

**Auraria Library: I expect that you will use the UC Denver library for research purposes. Li**brary services, research databases and collections, and librarian expertise is available to you as a UC Denver student.

**Writing Center**: If you struggle with writing and/or grammar, please consider using the Writing Center. I may request that you use the Writing Center if your written work is not graduate level work. For more information about the Writing Center, please visit: [http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/Pages/TheW riting](http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/Pages/TheW%20riting) [C enter.aspx](http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/Pages/TheWritingCenter.aspx)

**Religious Observances**: If you need to miss class to observe a holy day of your religious faith, please let me know in advance.

# UNIVERSITY POLICIES

# Access

**Disability Access:**

The University of Colorado Denver is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS) in Academic Building 1, #2116, Phone: 303- 315-3510 , Fax: 303-315-3515. I will be happy to provide approved accommodations, once you provide me with a copy of DRS’s letter. Note: DRS requires students to provide current and adequate documentation of their disabilities. Once a student has registered with DRS, DRS will review the documentation and assess the student’s request for academic accommodations in light of the documentation. DRS will then provide the student with a letter indicating which academic accommodations have been approved.

# Academic Honesty

**Student Code of Conduct**: Students are expected to know, understand, and comply with the ethical standards of the university, including rules against plagiarism, cheating, fabrication and falsification, multiple submissions, misuse of academic materials, and complicity in academic dishonesty. For suggestions on ways to avoid academic dishonesty, please see the Academic Honesty Handbook: [http://www.ucdenver.edu/faculty\_staff/faculty/center-for-faculty-](http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/academic_honesty.pdf) [development/Documents/academic\_honesty.pdf](http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/academic_honesty.pdf)

Plagiarism is the use of another person’s ideas or words without acknowledgement. The incorporation of another person’s work into yours requires appropriate identification and acknowledgement. Examples of plagiarism when the source is not noted include: word- for-word copying of another person’s ideas or words; the “mosaic” (interspersing your own words here and there while, in essence, copying another’s work); the paraphrase (the rewriting of another’s work, while still using their basic ideas or theories); fabrication (inventing or counterfeiting sources); submission of another’s work as your own; and neglecting quotation marks when including direct quotes, even on material that is otherwise acknowledged.

Cheating involves the possession, communication, or use of information, materials, notes, study aids, or other devices and rubrics not specifically authorized by the course instructor in any academic exercise, or unauthorized communication with any other person during an academic exercise. Examples of cheating include: copying from another’s work or receiving unauthorized assistance from another; using a calculator, computer, or the internet when its use has been precluded; collaborating with another or others without the consent of the instructor; submitting another’s work as one’s own.

Fabrication involves inventing or counterfeiting information—creating results not properly obtained through study or laboratory experiment. Falsification involves deliberate alteration or changing of results to suit one’s needs in an experiment or academic exercise.

Multiple submissions involves submitting academic work in a current course when academic credit for the work was previously earned in another course, when such submission is made without the current course instructor’s authorization.

Misuse of academic materials includes: theft/destruction of library or reference materials or computer programs; theft/destruction of another student’s notes or materials; unauthorized possession of another student’s notes or materials; theft/destruction of examinations, papers, or assignments; unauthorized assistance in locating/using sources of information when forbidden or not authorized by the instructor; unauthorized possession, disposition, or use of examinations or answer keys; unauthorized alteration, forgery, fabrication, or falsification of academic records; unauthorized sale or purchase of examinations, papers, or assignments.

UC Denver has a license agreement with Turnitin.com, a service that helps detect plagiarism by comparing student papers with Turnitin’s database and Internet sources. Students who take this course agree that all required papers may be submitted to Turnitin. While students retain copyright of their original course work, papers submitted to Turnitin become part of the Turnitin’s reference database for the purposes of detecting plagiarism.

Complicity in academic dishonesty involves knowingly contributing to or cooperating with another’s act(s) of academic dishonesty.

# Nondiscrimination and Sexual Misconduct

The University of Colorado Denver is committed to maintaining a positive learning, working and living environment. University policy and Title IX prohibit discrimination on the basis of race, color, national origin, sex, age, disability, pregnancy, creed, religion, sexual orientation, veteran status, gender identity, gender expression, political philosophy or political affiliation in admission and access to, and treatment and employment in, its educational programs and activities.

University policy prohibits sexual misconduct, including harassment, domestic and dating violence, sexual assault, stalking, or related retaliation. If you have experienced some sort of sexual misconduct or discrimination, please visit the Office of Equity/Title IX web site to understand the resources available to you or contact the Office of Equity/Title IX Coordinator (1-844-288-4853). <http://www.ucdenver.edu/policy/TitleIX/Pages/default.aspx>

# Important Dates to RememberAcademic Calendar: See the academic calendar for this semester at:

# <http://www.ucdenver.edu/student-services/resources/Registrar-dev/Documents/AcademicCalendars/AcademicCalendarFall2019.pdf>

# Universal Design for Learning

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

When discussing topics of gender based violence, conversations can become very emotional. People may share personal experiences in the classroom space (either in person or online). This requires two crucial ground rules – confidentiality and self-care.

* Confidentiality: I ask that anything shared in the in-person or online classroom be kept strictly confidential within the class. While it is important to process your experience of the class with others in your support system, please refrain from sharing personal stories (that are not your own), names or identifying information. I will also commit to confidentiality in that things that you share with me individually, in person or in writing, will stay just with me unless you are communicating that you are going to hurt yourself, hurt someone else or someone currently under 18 is being or has been abused.
* Self-care: Talking about gender based violence can be difficult and intense. Please engage in self-care practices. When you need a break, take one. If you have needs that I can help with, please communicate with me. I want to work with you to minimize any secondary trauma you may experience from engaging with class material.

# System, Multimedia, and Software Requirements

Having trouble with the multimedia in this course? See the solutions below. Also, it is highly recommended that you access your course via a **high-speed Internet connection**.

* Problems with opening PDFs?
	+ Download [Adobe Reader](http://get.adobe.com/reader/).
* Canvas acting funny?
	+ Review Canvas guide for [Supported Browsers](http://guides.instructure.com/m/4214/l/41056-which-browsers-does-canvas-support).
* YouTube videos not playing?
	+ Download [Flash Player](http://get.adobe.com/flashplayer/).
* Videos not opening or playing on your Mac?
	+ Download [Windows Media Components for QuickTime](http://windows.microsoft.com/en-US/windows/products/windows-media-player/wmcomponents).
* Still having issues:
	+ Call the **UC Denver Help Desk** at 303-315-3700 or email cuonlinehelp@ucdenver.edu.

You must have speakers installed and working properly on your computer before beginning the course.

# Suggested Study Methods for the Online Portion of the Course

Online education requires skills and habits that may be less essential in traditional courses. In order to be successful in your online course you will need:

* Space—Establish a comfortable and well-organized physical workplace.
* Time management skills—Set personal study and "classroom" time as you would do for a traditional course.
* Organization skills—Maintain electronic backups of all class materials.
* Communication skills—Demonstrate a willingness to interact with your instructor and classmates through email, phone calls, discussion boards, and active participation in all class activities.
* Initiative—Seek help from your instructor and classmates, ask questions as they arise.
* Discipline—Pace yourself, complete all activities and assignments before the due date, follow through on all class requirements to completion.

The more closely you adhere to the recommendations above the greater your chances of having a successful semester and a rewarding online experience.

# Assignment Details:

**Preparation Prior to the Intensive:**

Please come prepared on the first day of the intensive with the following readings/assignments completed:

* Read part 1 of *No Visible Bruises*
* Read Lockhart Intro and 1 & 2
* Read INCITE! Color of Violence, #1-7, 13
* Read Castelli & Jakobsen, #1, 3, 5
* Browse National Intimate Partner and Sexual Violence Survey (report) – see <http://www.cdc.gov/violenceprevention/nisvs/> -
* Sociological Model (Canvas)
* Assignment 1 should be submitted to the Canvas dropbox on August 11 by 8am (see below for questions to answer)

**Please bring to the intensive:**

* One paper advertisement that makes a statement about violence and/or women. If you are printing the advertisement from the internet, be sure to print **in color** unless the ad itself is black and white
* 2 Magazines

And **two** of the following:

* Newspaper article relating to your readings for the intensive
* Advertisement for Video games like Grand Theft Auto
* Representations (comic books, TV cartoons, video games, etc.,) of female superheroes, action figures, etc.
* Internet information or item about one of the tropics for the intensive
* Anything else you think is relevant

**Writing Assignment #1 – due August 11th by 8am submitted through the dropbox on Canvas**

Type (12 pt type, using font such as Arial or Times New Roman, 1 inch margins, etc.) short answers to the following, clearly indicating which question you are answering (cut & paste – drag & drop – the question onto your paper & answer the question) and showing that you read and understood the material.

1. From Lockhart Chapter 1, reflect on the concept of intersectionality. Does this resonate with you? Why or why not? What did you learn from this presentation of intersectionality?
2. Share your thoughts on Part 1 of *No Visible Bruises.* Snyder chooses to use gendered language when talking about GBV (e.g., women as survivors and men as perpetrators). Do you agree with her choice? Why or why not?
3. Choose one article from *Color of Violence 1-7, 13*. Provide a brief summary, and then provide your opinion on the article. Support your statements with ideas from the article (feel free to bring in your outside knowledge as well).
4. Consider Chapter 5 from *Interventions* (Castelli & Jakobsen). What does Smith mean by “home.” What are some historical or contemporary threats to the idea of home? Why?
5. Explain how the material covered so far impacts you personally and professionally.
6. Explain how you will apply the material to your personal and professional life.
7. What you will do to maximize your learning experience in this class.
8. Based on reading the syllabus and the readings so far, what would you like to research for your final paper? This is to help you begin thinking about your paper. You may change your topic later.
9. What would you like the professor to know?

**Writing Assignment 2 – Due August 14 by midnight submitted to the dropbox on Canvas:**

Type (12 pt type, using font such as Arial or Times New Roman, 1 inch margins, etc.) short answers to the following, clearly indicating which question you are answering (cut & paste – drag & drop – the question onto your paper & answer the question) and showing that you read and understood the material.

1. What stands out most to you from out intensive? Share why that stands out to you.
2. Share your thoughts on Mickey Mouse Monopoly. Is the movie right on target, or a complete mis-representation of Disney, or somewhere in between? Why?
3. Is there a new female offender? Are there signs showing a sharp rise in crime committed by women? Why or why not?
4. We discussed in class that the ratio of false reporting of rape is between 2-8%. However, the general public assumes it to be much higher. Why? Use examples from class and other course readings to support your argument.
5. Interview at least 2 other class members about at least 2 aspects of the class. Write a paragraph or two about what you discovered.
6. What would you like to research for your final paper? This is to help you begin thinking about your paper. You may change your topic later.
7. What would you like the professor to know?

Writing Assignment #3 – Due September 22nd by midnight to the Canvas dropbox

This writing reflection will focus on *Missoula*. Type (12 pt type, using Times New Roman, 1 inch margins, etc.) short answers to the following, clearly indicating which question you are answering (cut & paste – drag & drop – the question onto your paper & answer the question) and showing that you read and understood the material.

1. Brainstorm and create a list of things that you think help us to understand the question: Why did these crimes happen this way in these towns?
2. Pick two items from your list and answer the question in detail, using examples from the book: Why did these crimes happen this way in these towns?
3. Choose two examples from your class readings or material (could include points from the intensive and/or online discussions) and discuss how you see these points relating to *Missoula*.
4. Provide your opinion on how effectively the legal system functioned in these cases in these towns. Do you think this is representative of legal systems in the U.S. responding to campus sexual violence? Why or Why not?
5. Provide your personal perspective on this book. What did you learn? Did you think reading the book was a worthwhile use of your time?

**Final Paper – Due 12/10 by midnight**

The goal of this exercise is to develop an intellectual, thought-provoking product that demonstrates an issue related to gender-based violence and shows how individuals and groups can have a positive impact on public policy.

Points Possible: 35

1. Write a paper of 15 – 20 pages, excluding graphs, charts, bibliography, attachments, etc. The paper will focus on a public policy issue related to women and violence.
2. The Paper must include these main headings:
3. TITLE PAGE containing
4. Your name
5. The name of the course
6. The date the paper is turned in
7. The title of the paper – for instance: Violence Against Women and the War Against Iraq: Active Public Policy to Reduce the Damage
8. ABSTRACT of your paper (1-5 sentences)
9. INTRODUCTION to your paper (a short paragraph stating why you selected this topic – more than “I selected this topic because I thought it was interesting” – or – “I like it because it has a good beat and I can dance to it.”)
10. BODY of your paper

**1. Problem and need statements**
In 200 words or less (about 1-2 paragraphs) you need to convince theread**er** that your this problem MUST be addressed and that YOU can do it!

1. Your Problem Statement: What is the overriding problem? (e.g., Law enforcement is defining “violence” differently for females and males. This is leading to more arrests of females.)
2. Where is the problem found? (e.g., urban, Northwest US, in predominantly white suburbs, Canada, worldwide, China)
3. What needs to be done to solve the problem?
You should address at least 3 components of the Sociological Model in relation to solving your “problem” (e.g., create a new understanding of “violence,” educate the public about “violence,” educate/train law enforcement about “violence,).

**2. Review and analysis of existing research and information about the problem**In 8 or fewer pages you must convince theread**er** that you understand such things as why the problem exists, the context in which it exists, and upon what your solutions will be built … AND …While it’s important to state what others think about your topic, it is just as important for you to explain what you think about what they think. Are they right on, are they minimizing, are they missing the point, are they oblivious to what the real problem is, have they started an idea upon which you’re building….???? Be sure to properly cite others’ materials!

1. See “Bibliography” below for minimum sources to review
2. How does the material we covered in class, videos, class discussion, etc., inform your issue?
3. How does the Sociological Model help you understand this issue – creation and maintenance of the issue as well as how to use the information you gained from the Sociological Model to stop or decrease the harm done by the issue? (This should be at least one (1) page long and contain all 6 elements of the Sociological Model – you may also include a diagram to enhance your explanation.)
4. **What are you going to do about it?**In 5 or fewer pages you must convince theread**er** that **YOU** CAN AND WILL address the problem.
5. List and briefly discuss the concrete, realistic action steps that you have done or will do.
6. SUMMARY and CONCLUSION
7. BIBLIOGRAPHY (what’s in your bibliography must be in the body of your paper and vice versa. You must use APA style for your paper). Must include at a minimum:
8. 5 scholarly sources.
9. 2 professional sources (government, professional organizations such as NARAL, Amnesty International, NCADV, etc.)
10. 5 from materials, text, etc., in class.
11. 1 interview.
12. 2 popular press sources.
13. 1 video (e.g., Youtube, on a website, one that you created)

**NOTE**:

1. You must indicate in your bibliography what kind of source you are citing (e.g., scholarly, professional)
2. ATTACHMENTS – must include
3. Diagrams, graphics, Power Point presentations, etc., that you have used in your paper and you think will be useful to understanding your paper.
4. Your popular press sources.
5. Interview questions/answers
6. Other things you think are important