



Family Violence: 3345A, 530
Department of Family Studies
Lectures: Mondays 2:30 to 5:30 Rm: BR 204

Instructor: Maureen Reid MSW, RSW
Office: TBA

E-mail: mreid224@uwo.ca

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

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

COURSE DESCRIPTION:

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

LEARNING OUTCOMES

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

1. Identify the sociological and feminist theoretical views of various forms of family violence across the life span (inquiry and analysis- level 2, critical thinking- level 1).
2. Understand the prevalence and incidence and dynamics of intimate partner violence (inquiry and analysis- level 1, critical thinking- level 1).
3. Understand the impact of domestic violence on child development (inquiry and analysis- level 1, critical thinking- level 1).
4. Understand the prevalence, incidence and dynamics of child physical, sexual abuse and neglect (inquiry and analysis- level 2, critical thinking- level 1).
5. Understand the nature and consequences of sibling and parent abuse, (inquiry and analysis- level 1, critical thinking- level 1).

6. Understand the dynamics of elder abuses (inquiry and analysis- level 1, critical thinking- level 1).
7. Recognize and consider the role of media in perpetuating violence in society, (social awareness and engagement- level 1, inquiry and analysis- level 2, critical thinking- level 1).
8. Consider the personal and institutional interventions that are employed to end family violence, (social awareness and engagement- level 1, inquiry and analysis- level 2, critical thinking- level 1).
9. Consider solutions to ending family violence (social awareness and engagement- level 1, inquiry and analysis- level 2, critical thinking- level 1).

BRESCIA COMPETENCIES

Communication: the ability to exchange information and meaning across cultures, space, and time appropriately and correctly. This competency includes oral, written, and interpersonal communication, and the ability to use current or innovative media.

Critical thinking: The ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.

Inquiry and Analysis: The ability to ask questions, examine issues, and reach informed conclusions by breaking down complex issues, exploring evidence, and describing relationships among persons, things, or events.

Problem Solving: the ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequences of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.

Self Awareness & Development: the ability to draw meaning, knowledge, and value from honest and fair reflection and self evaluation. Students are able to recognize their emotions and patterns of thinking, their impact on others, and make a commitment to personal growth.

Social Awareness and Engagement: The ability to respect and be open to diversity (e.g. cultural, religious, political) and social justice. Students take personal responsibility to actively engage in and contribute to creating positive change in local, regional, national, or global communities and societies.

Valuing: The ability to make decisions or choose actions based on the consistent application of principles expressing fundamental values that are accepted on account of reason or spiritual insight.

REQUIRED TEXT

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

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

E-MAIL

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

OFFICE HOURS

I will be available Tuesdays at 12, or by appointment. I will post my office number on OWL

LECTURE ETIQUETTE

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

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

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

<p>Class 1</p> <p>Monday September 10, 2018</p>	<ul style="list-style-type: none"> • Introduction to class (assignments, expectations) • What do all the terms mean (family violence, domestic violence, woman abuse, intimate partner violence) <p><u>Readings:</u></p> <p>Momirov/Duffy (2011), Chapter 1: Understanding family violence from a societal perspective (pp. 7-23).</p> <p>(note other articles may be posted here prior to the commencement of this course).</p>
<p>Class 2</p> <p>Monday Sept. 17, 2018</p>	<ul style="list-style-type: none"> • Nature and Scope of problem, • Understanding family violence from a psychological, sociological, perspective • The Impact on Society <p><u>Readings:</u></p> <p>Momirov/Duffy (2011), Chapter 5: Looking for Explanations: Exploring Theoretical Perspectives (pp.143-191).</p>
<p>Class 3</p> <p>Monday Sept. 24, 2018</p>	<ul style="list-style-type: none"> • Looking for explanations to family violence- continued (Momirov 160-192) • Understanding Intimate Partner Violence • Why Doesn't She Just Leave-Comings and Goings exercise • Readings: <p>Momirov/Duffy (2011), Chapter 5: Looking for Explanations: Exploring Theoretical Perspectives (pp.160-192).</p>
<p>Class 4</p> <p>Monday October 1, 2018</p>	<p>Intimate partner violence- Dating Violence</p> <p>Context, Meaning and Effect</p> <p><u>Readings:</u></p> <p>Momirov/Duffy (2011), Chapter 2: Intimate Partner Violence and Woman Abuse (pp.24-66).</p>

<p>Class 5</p> <p>Monday Oct. 15, 2018</p>	<ul style="list-style-type: none"> • Understanding abusive behaviour • How we deal with domestic violence, the criminal justice system, family court systems <p><u>Readings:</u></p>
<p>Class 6</p> <p>Monday Oct. 22, 2018</p>	<ul style="list-style-type: none"> • Impact of witnessing or being exposed to domestic violence for children <p>The role of child welfare and family court systems</p> <p><u>Readings:</u></p> <p>Will Be Posted On OWL</p>
<p>Class 7</p> <p>Monday Oct. 29, 2018</p>	<p>MID-TERM EXAM (In-Class)</p> <p><u>Readings:</u></p> <p>Will Be Posted On OWL</p>
<p>Class 8</p> <p>Monday Nov. 5, 2018</p>	<ul style="list-style-type: none"> • Special considerations for violence involving Aboriginal women and immigrant women <p><u>Readings:</u></p> <p>Will be posted on OWL</p>

<p>Class 9</p> <p>Monday Nov. 12, 2018</p>	<ul style="list-style-type: none"> • The role of the workplace in intimate partner violence • Ad presentations <p><u>Readings:</u></p> <p>Will be posted on OWL</p>
<p>Class 10</p> <p>Monday Nov. 19. 2018</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Child abuse: physical, sexual, emotional <p><u>Readings:</u> Momirov/Duffy (2011), Chapter 3: Child abuse: The denial of childhood (pp. 67-105).</p>
<p>Class 11</p> <p>Monday Nov. 26, 2018</p>	<ul style="list-style-type: none"> • Sibling Abuse • Parent Abuse <p><u>Readings:</u></p> <p>Momirov/Duffy (2011), Chapter 4: Abuse in other family relationships (pp.107-142).</p> <p>Additional readings will be posted on OWL</p>
<p>Class 12</p> <p>Monday Dec. 3, 2018</p>	<ul style="list-style-type: none"> • Elder Abuse • Same Sex Couples <p><u>Readings:</u></p> <p>Momirov/Duffy (2011), Chapter 4: Abuse in other family relationships (pp. 107-142).</p> <p>Additional readings will be posted on OWL</p>

	<ul style="list-style-type: none"> • Looking for Solutions: Personal interventions, societal changes • Exam Review <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Momirov/Duffy (2011), Chapter 6: Looking for Solutions (pp. 192-240). And Chapter 7: Ending Family Violence (pp. 241-247)
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Evaluation:

1. **Mid term exam Monday October 29th, 2018: multiple choice and short answers 35%**
2. **Final exam TBD: multiple choice and short answer- 45 %**
3. **Class participation: 10%**
4. **Public Service Ad date due TBD: 10%**

LECTURE SCHEDULE

Written Assignment 10% of your grade: Ad Presentations will be negotiated when class begins. Each presentation is approximately 5 minutes long, as well a written description will be required.

You will develop a public service print ad that provides a prevention message in one of the areas of family violence that we are covering in the course. You will present your ad on a powerpoint slide to the class (date to be determined), and you will explain the reasoning behind your ad. You can use a stock photo for the ad, and develop your own messaging. You will hand in a one page rationale for your ad including the central issue(s) that you are trying to address. Your rationale should be concise and focus on a key message that you think will make sense to the public. The ppt slide (your ad) plus the written assignment will be submitted to Drop box by Dec. 3rd 2018. I will post a rubric for the marking.

The topic areas to select from are:

- | | | |
|---------------------------|-------------------------------------|---------------------------------|
| Intimate partner violence | Dating Violence | Indigenous Woman Abuse |
| Child Physical Abuse | Elder Abuse | Immigrant Woman Abuse |
| Child Sexual Abuse | Domestic Violence and the Workplace | Same Sex Intimate Partner Abuse |
| Child Emotional Abuse | Parent Abuse | |
| Sibling Abuse | | |

Class Participation:

Over the course of the 12 classes, 6 in class questions will be assigned related to the class. You will hand the answer in at the end of the class. Each question is worth 2 marks. The best 5 marks will be worth 10% of your mark. This in class participation mark is designed to encourage class attendance and participation. Since each question is only worth 2 marks in total, **there will be no make up for a missed class**. The lowest mark will be dropped to account for a possible absent class.

2018-19 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf. The

student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student “was seen for a medical reason” or “was ill” is **not** adequate to support a request for academic accommodation.

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

The full policy on requesting accommodation due to illness can be viewed at: <http://westerncalendar.uwo.ca/2017/pg117.html>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis.

Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website,

<http://brescia.uwo.ca/academics/registrar-services/> or the list of official dates <http://westerncalendar.uwo.ca/2017/pg7.html>). You should consult with the

course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (<http://westerncalendar.uwo.ca/2017/pg130.html>)

3. ABSENCES

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

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

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

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

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

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

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

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

Plagiarism:

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

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

Computer-marked Tests/exams:

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

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://westerncalendar.uwo.ca/2017/pg112.html>).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices (http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf and http://www.uwo.ca/univsec/pdf/academic_policies/exam/finalgrades.pdf).

6. PREREQUISITES

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

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/> .

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Mental_Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence. If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

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