FALL 2009 FAMILY VIOLENCE
Family and Consumer Studies 5370, Section 1
Mondays & Wednesdays, 9:40 to 11:00 a.m. in MBH 112

Requires Concurrent Enrollment in FCS 3905, section 2, “Modes of Learning: Writing and Communication in FCS” for Upper-division Communication/Writing Credit

Don Herrin, Ph.D.
Department of Family and Consumer Studies
Office: AEB 236; Phone: 581-3497; E-Mail: don.herrin@fcs.utah.edu
Office Hours: Mondays thru Thursdays 2:00 - 3:00 p.m., and/or by appointment
ON-LINE COPY OF CURRENT SYLLABUS IS AT: http://www.fcs.utah.edu/faculty/herrin/

COURSE FOCUS AND CONTENT OBJECTIVES

This course develops your capacity to think critically, actively, and deeply about one of the most damaging (if not the most damaging) family problems prevalent in our society today — family violence and abuse. Our interest is in studying and understanding the ways family violence is perceived, explained, and studied by different parts of the academic and professional community and within some of the more influential and important belief systems in our society. We study how family studies, psychology, sociology, feminism, and related disciplines generally view family violence and how it could be prevented, reduced, or eliminated. We consider how different professionals — such as researchers, therapists, educators, policy makers, law enforcers, medical doctors, nurses — contribute different perspectives and considerations to our understanding of family violence and what can be done about it. Given this, the following COURSE CONTENT OBJECTIVES can be articulated:

1. Develop a deeper understanding of the complex issues that pertain to the phenomena of family violence and the controversies and problematics surrounding its definition, causes, preventions, and treatments.
2. Develop a deeper understanding of the nature of controversy, intellectual conflict, and how opposing points of view make “understanding” something such as family violence problematic or very confusing and what can be done to make sense of competing and opposing systems of thinking about something.
3. Develop a deeper understanding of the way different beliefs and views of marriage, families, and parenting influence people’s perceptions of what constitutes and causes family violence in contemporary society and what can be done to eliminate it at the same time we understand things we can and must do to establish, build, and maintain positive family environments and communication patterns.
4. Develop a deeper understanding of the elements potentially within each of us and our families that contribute to the set of problems represented in the phenomena of family violence at the same time we understand that there is much that we can and must do to eliminate this problem in our own lives, our families, our communities, and our society.
5. Develop a deeper understanding of the things we can and must do to help ourselves and others heal.

This course is also designed as a writing emphasis (i.e., earns upper-division communication/writing credit) course for a variety of reasons: (a) to provide you with more integrated, holistic, and meaningful learning experiences; (b) to further your understanding of some of the processes of communicating in the social and behavioral sciences; and (c) to help you discover greater depths of understanding about yourself, your personal system of thinking, and the course content. You will have many opportunities to reflect on and articulate through writing and class discussion your questions, learning, and insights.

REQUIRED COURSE READINGS AVAILABLE IN THE UNIVERSITY OF UTAH BOOKSTORE
5. Some of the required readings for the first half of the term are on “Electronic Reserve” through the Marriott Library.
6. Several required readings for the first half of the term can be accessed directly from sites on the web.

**NOTE:** The following list of recommended books is likely to change to some degree before the Semester begins. The accurate list of recommend books will be forthcoming.

---

**RECOMMENDED BOOKS AVAILABLE IN THE UNIVERSITY OF UTAH BOOKSTORE**


---

**COURSE LEARNING DEMONSTRATIONS AND ACTIVITIES**

There are no exams or term projects in this course. Your learning and mastery of course content is transformed into an array of personalized learning demonstrations — the majority of which require some form of writing, analysis, insightful discussion, and careful contemplation rather than summarizing, reiterating, rephrasing, restating, regurgitating, and rote memorizing. Your final course grade is based on the following components:

**IN-CLASS ACTIVITIES (33% of grade).** During most class meetings we engage in activities, as individuals and/or in small groups, that build on your class preparation, readings, and other assignments and connect with the things we have been or will be doing in class. Some activities require work outside of class and some are completed in class. For most activities, it is my intention for you to receive credit because you are present in class and participate. For these activities, you receive credit if you are present, participate, and turn your work in at the end of the particular class meeting with your name on it. Since these activities take place and have their intended meaning within the context of a particular class meeting, you have to be in class to participate and receive credit. Parts of activities missed because you were late in coming to class or activities missed because you were not in class at all, cannot be made up. These activities are intended to provide experiences with additional forms of thinking and learning in addition to reading, discussing, and listening. Your grade for these activities will be determined by the percentage of the total number of these activities that you complete in class.

**WEEKLY QUOTES AND INSIGHTS (33% of grade).** Starting with the required reading assignments for the fourth week of the term complete the components to be discussed in class for any nine of the weekly reading assignments thereafter. Your quotations, accompanying insights, and questions are due at the beginning of the first class meeting of each of the nine weeks you select to write about. You receive full credit for these assignments if you complete them accurately. I do not attempt to evaluate your reasoning or your writing in these assignments.

**LEARNING ANALYSES (34% of grade).** Two times during the term you are to write in essay form, an analysis of some important aspects of your personal learning that you have acquired due to your course-related studies and experiences. This will include an in-depth analysis of relevant quotations and related definitions of important words,
concepts, and terms from the course reading assignments. One focus for your analyses will be on what you have learned from your reading and study that you didn’t understand before (the What! of your learning). The other focus will be on how you can apply what you learn into your own thinking and actions (the So what! of your learning). You may choose what you write about and when you write it. You are encouraged to elaborate on and analyze in greater depth things you have written about in your WEEKLY QUOTES AND INSIGHTS. These analyses are intended to help you build on and write about the course-related learning you have been experiencing inside and outside of class. In this course we assume that the authors we study are also some of the “teachers” from whom we will have the opportunity to learn. Consequently, these analytical writing assignments are designed to help you learn to think and write analytically about specific things you learn from your studying of these authors and how they are helpful to you and your understanding of things that are important and relevant for you. In this kind of writing, your own opinions and viewpoints become useful and informative after you have come to understand what the different authors are teaching you rather than before. This is one of the primary means by which you will discover insights, enlightenment, or increased understanding from your reading, thinking, writing, and discussing in our class.

Your first LEARNING ANALYSIS is due on or before the Friday of Week Seven, 3:00 P.M., at the latest, in AEB 228 or my office. Your second LEARNING ANALYSIS is due in class, the last class period of the semester. You will be able to rewrite your first LEARNING ANALYSIS for a better grade if you choose to. In order to be able to rewrite your second LEARNING ANALYSIS, your first draft will need to be turned in sometime on or before the Monday of Week 13, 3:00 P.M., at the latest, in AEB 228 or my office. All revisions are due in class the last class period of the semester. The required elements of these assignments will be discussed in class.

NOTE: The following list of class meetings and reading assignments is from FALL 2008. It may change to some degree before the Semester begins. The accurate list of class meetings and reading assignments will be forthcoming.

CLASS MEETINGS AND READING ASSIGNMENTS

The reading assignments itemized immediately below a particular week are to be completed before coming to the first class meeting of that week. Each reading is preceded by one of several symbols. A ‘1’ means the materials will be distributed to you in class; a ‘\(\text{\textsuperscript{Web}}\)’ means the reading is accessible from my faculty website (http://www.fcs.utah.edu/faculty/herrin/) under the section for this course; a ‘\(\text{\textsuperscript{Web}}\)’ means the reading can be found on the Web; a ‘\(\text{\textsuperscript{Reserve}}\)’ means the reading can be found on e-reserve; and a ‘\(\text{\textsuperscript{Textbook}}\)’ means the reading can be found in one of the course textbooks.

WEEK ONE, MEETING 1: August 25

- Course Syllabus and introduction to the study of violence in families and between intimates

WEEK ONE, MEETING 2: August 27

- Pertinent Course “Odds and Ends”. http://www.fcs.utah.edu/faculty/herrin/OddsEnds.html
- Visit the website for the National Council on Child Abuse and Family Violence (NCCAFV), The American Campaign for Prevention of Child Abuse and Family Violence. Use the drop down menu to browse. Read the following pages of information. http://nccafv.org/
  - Elder Abuse Information. http://www.nccafv.org/elder.htm

SEPTEMBER 1  😊 LABOR DAY — NO CLASS — HAVE SOME FUN!! 😊
SEPTEMBER 3  ⚠️REMINDER: LAST DAY TO DROP COURSES!!
WEEK TWO, MEETING 3: September 3


Visit the Family Violence Prevention Fund website. Go to the “Domestic Violence Is a Serious, Widespread Social Problem in America: the Facts” page and then read through the different “Fact Sheets by Topic” (there are 13 of them). Write down, bring to class, and turn in three or four interesting facts or points of interest that you find in your browsing of this website. http://endabuse.org/resources/facts/

Visit the website of the American Humane Association. Read through the different “Child Fact Sheets” (there are 12 of them). Write down, bring to class, and turn in three or four interesting facts or points of interest that you find in your browsing of this website.

http://www.americanhumane.org/site/PageServer?pagename=nr_fact_sheets

SEPTEMBER 8  😎REMINDER: LAST DAY TO ADD COURSES!!
SEPTEMBER 8  😎REMINDER: TUITION DUE OR YOUR CLASSES WILL BE CANCELLED!!

WEEK THREE, MEETINGS 4, 5: September 8, 10


WEEK FOUR, MEETINGS 6, 7: September 15, 17


http://www.child-encyclopedia.com/Pages/PDF/EgelandANGxp.pdf


WEEK FIVE, MEETINGS 8, 9: September 22, 24


Visit the Family Violence Prevention Fund website. Go to the “Domestic Violence Is a Serious, Widespread Social Problem in America: the Facts” page and then read through the different “Fact Sheets by Topic” (there are 13 of them). Write down, bring to class, and turn in three or four interesting facts or points of interest that you find in your browsing of this website. http://endabuse.org/resources/facts/

Visit the website of the American Humane Association. Read through the different “Child Fact Sheets” (there are 12 of them). Write down, bring to class, and turn in three or four interesting facts or points of interest that you find in your browsing of this website.

http://www.americanhumane.org/site/PageServer?pagename=nr_fact_sheets

WEEK SIX, MEETINGS 10, 11: September 29, October 1


Dutton. “Shame: The father’s contribution” in Batterer, 78-93.


WEEK SEVEN, MEETINGS 12, 13: October 6, 8


Beck. “Let me count the ways you’ve wronged me” in Prisoners, 55-70.


OCTOBER 10

⚠️ LAST DAY TO SUBMIT FIRST LEARNING ANALYSES ⚠️

OCTOBER 13 — 17

☺️ FALL BREAK — NO CLASS — HAVE SOME FUN!!! ☺️

WEEK EIGHT, MEETINGS 14, 15: October 20, 22

[WQ&I. EGELAND: ONE Q, ONE !, ONE ?; MILLER: THREE QS, ONE !, ONE ?; STRAUS: ONE Q, ONE !, ONE ?/ = 11]


OCTOBER 24

!!!REMEMBER: LAST DAY TO WITHDRAW FROM TERM COURSES!!!

WEEK NINE, MEETINGS 16, 17: October 27, 29

[WQ&I. BECK: TWO QS, ONE !, ONE ?; MILLER: ONE Q, ONE !, ONE ?; JOHNSON: ONE Q, ONE !, ONE ?/ = 10]


Gilligan. “Culture, gender, and violence ‘We are not women’” in Violence, 225-239.


WEEK TEN, MEETINGS 18, 19: November 3, 5

[WQ&I. BECK: ONE Q, ONE !, ONE ?; MILLER: TWO QS, ONE !, ONE ?; JOHNSON: ONE Q, ONE !, ONE ?/ = 11]


Gilligan. “The symbolism of punishment” in Violence, 139 thru mid-151[WARNING: other pages are quite graphic].

Gilligan. “How to increase the rate of violence — and why” in Violence, 163 thru mid-164 and mid-181 thru 190 [ WARNING: other pages are very graphic].


WEEK ELEVEN, MEETINGS 20, 21: November 10, 12

[WQ&I. DOBSON: ONE Q, ONE !, ONE ?; KOHN: TWO QS, ONE !, ONE ?; STRAUS: ONE Q, ONE !, ONE ?/ = 10]


[ACCESSIBLE FROM MY WEBSITE UNDER COURSE MATERIALS FOR FCS 5370: http://www.fcs.utah.edu/faculty/herrick/]


http://www.nospink.net/straus9.htm

WEEK TWELVE, MEETINGS 22, 23: November 17, 19

[WQ&I. Craig: three Qs, one !, one ?; Kohn: one Q, one !, one ?; Miller: two Qs, one !, one ?/ = 12]
http://www.flatchild.org/sidney_craig/love_bank.html
http://www.flatchild.org/sidney_craig/feelings.html

WEEK THIRTEEN ➤ SECOND LEARNING ANALYSIS MUST BE TURNED IN BY MONDAY, NOVEMBER 24, TO BE REVISABLE ➤

WEEK THIRTEEN, MEETINGS 24, 25: November 24, 26

[WQ&I. Beck: one Q, one !, one ?; Gilligan: two Qs, one !, one ?; Kohn: one Q, one !, one ?/ = 10]
Beck. “Individual violence: The psychology of the offender” in Prisoners, 125-142.

NOVEMBER 27, 28 ☺ THANKSGIVING BREAK — NO CLASS — HAVE SOME FUN! ☺

WEEK FOURTEEN, MEETINGS 26, 27: December 1, 3

[WQ&I. Baumeister: one Q, one !, one ?; Beck: one Q, one !, one ?; Gilligan: two Qs, one !, one ?/ = 10]
Gilligan. “How to create less violent societies” in Preventing, 80-106.

DECEMBER 10 ➤ LAST DAY TO SUBMIT SECOND LEARNING ANALYSIS AND REVIIONS OF PREVIOUSLY SUBMITTED AND GRADED ANALYSES ➤

WEEK FIFTEEN, MEETINGS 28, 29: December 8, 10

[WQ&I. Beck: one Q, one !, one ?; Gilligan: two Qs, one !, one ?; ALL OTHER ARTICLES: four Qs, one !, one ?/ = 13]