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.

To do these accurately and effectively, you must learn to perceive things and think about them in a fundamentally different manner than you are accustomed to. You must learn and then be willing to ask yourself questions that help you discover insight, understanding, and enlightenment about the things we study. Seeing things in a different perspective will help you think differently about things you already know as it uncovers new content and considerations. This enables you to identify different ideas and issues, ask different questions, and develop different frames of reference. Learning new ways of thinking helps you understand more critically the ways you think so you can more clearly articulate your beliefs and values with their relevant justifications and implications. These are essential elements of an education that respects and reflects diversity and complexity. Meeting these objectives — and the personal challenges they present — requires us to study and learn the complexity of the course content and our own belief system — and our experience — on much deeper levels. I refer to this kind of education and educating as “deep learning.” 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. Finally, this class is designed to be more of a seminar/discussion class than a lecture class. Each class member will be given opportunities to raise questions, make observations, share relevant experiences, and comment on content learned from class reading assignments and in response to things said by other class members in class discussions or in their writing. It is intended that 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

4. Some of the required readings are on “Electronic Reserve” through the Marriott Library. You may access these reserved readings through the student portal. Login into My.Utah.edu, click on “Academics” and a link to the reserved readings for this course should be available there for you.
5. Several required readings for the term can be accessed directly from web pages on the internet.

RECOMMENDED RESOURCE BOOK AVAILABLE IN THE UNIVERSITY OF UTAH BOOKSTORE


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 class activities. A few activities may require work outside of class but most are completed in class. For these activities, you receive credit if you are present, participate
effectively, and turn in your work 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. Your grade for participating in 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 this assignment will be completed for any eight 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 eight
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. The required elements of these assignments will
be discussed will be discussed in class. Your grade for this part of the class is your completed percentage of the eight
possible weekly 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 and detail 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 identify and
articulate insights, enlightenment, or increased understanding from your reading, thinking, writing, and discussing in our
class that can be integrated with your prior thinking and level of understanding.

**NOTE:** The following list of class meetings and reading assignments is from SPRING 2010. 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**

Each week of the term is listed below with its respective class meetings, dates, 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 and the **WEEKLY QUOTES AND INSIGHTS** selected from them are due at the beginning of the first class
meeting of that week and are written-up before the readings from which they are selected are discussed in class. Each reading
is preceded by one of several symbols. A ‘⊓’ means the reading can be found on the Web; a ‘🗂’ means the reading can be
found on e-reserve; a ‘ useContext’ means the reading can be found in one of the course textbooks, and a ‘🗑’ means the reading
is accessible from my faculty website ([http://www.fcs.utah.edu/faculty/herrin/](http://www.fcs.utah.edu/faculty/herrin/)) under the section for this course. During
most class meetings, we will work directly with the content from one or more of the assigned readings. Bringing copies of
the assigned readings to class meetings will be very helpful. I will endeavor to keep you informed of which readings we are
likely to work with prior to each class meeting.
WEEK ONE, MEETING 1: January 11

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

WEEK ONE, MEETING 2: January 13


WEEK TWO, MEETING 3: January 20


Visit the website for the National Council on Child Abuse and Family Violence (NCAVF), The American Campaign for Prevention of Child Abuse and Family Violence. <http://ncafv.org/>. Use the small drop down menu located in the upper center of the page to browse. From your browsing, look for, write down, bring to our January 20th class meeting, and turn in six or seven words, phrases, and/or sentences that help you better understand what “abuse” is and what the term “abuse” means to you. Be thinking about what these words, phrases, and/or sentences helped you understand that you didn’t understand before you came across them. We will write about this in class. Read the following pages of information.


WEEK THREE, MEETING 4: January 25


WEEK THREE, MEETING 5: January 27


WEEK FOUR, MEETINGS 6, 7: February 1, 3

[DQ&I. DUTTON: ONE QUOTE (“Q”), ONE INSIGHT (“!”), ONE QUESTION (“?”); GILLIGAN: TWO QS, ONE !, ONE ?/ = 7]


WEEK FIVE, MEETINGS 8, 9: February 8, 10

[DQ&I. BAUMEISTER: ONE Q, ONE !, ONE ?; GILLIGAN: ONE Q, ONE !, ONE ?, TANGNEY: ONE Q, ONE !, ONE ?/ = 9]


WEEK SIX, MEETING 10: February 17

[DQ&I. DUTTON: ONE Q, ONE !, ONE ?; GILLIGAN: ONE Q, ONE !, ONE ?, SIEGEL: TWO QS, ONE !, ONE ?/ = 10]


WEEK SEVEN, MEETINGS 11, 12: February 22, 24

[DQ&I. BECK: THREE QS, ONE !, ONE ?; GILLIGAN: ONE Q, ONE !, ONE ?/ = 8]

PERENNIAL (HarperCollins), ix-xiv.


WEEK EIGHT, MEETINGS 13, 14: March 1, 3


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

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

WEEK NINE, MEETINGS 15, 16: March 8, 10


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

WEEK TEN, MEETINGS 17, 18: March 15, 17


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 19, 20: March 29, 31


RECOMMENDED: Visit the Family Violence Prevention Fund website. Go to the “ACTION CENTER” page and then click on and browse through each of the different “Fact Sheets by Topic” (there are 13 of them) listed on the far right side of the page to get a sense of the breadth and depth of domestic violence in our country. http://endabuse.org/content/action_center/detail/754

WEEK TWELVE, MEETINGS 21, 22: April 5, 7


WEEK THIRTEEN, MEETINGS 23, 24: April 12, 14

[Q&A. BAUMEISTER: ONE Q, ONE !, ONE ?; BECK: ONE Q, ONE !, ONE ?; GILLIGAN: ONE Q, ONE !, ONE ?! = 9]


RECOMMENDED READING ON THE DISTURBING HISTORY OF CHILD ABUSE THROUGHOUT WORLD HISTORY AND THE PRESENT. [WARNING: This is a fairly graphic and intense description of many of the disturbing forms of child abuse found across the world over many centuries of time. This is hard reading, but I recommend it for you to read because it exposes you to the reality of serious abuse still faced by so many children in the world today because of the way they are regarded by adults — especially by adult family members.]


RECOMMENDED: Visit the website of the American Humane Association. Read through the 11 different “Child Fact Sheets” listed on the far right side of the page to get a sense of the documented child abuse in our country. [http://www.americanhumane.org/about-us/newsroom/fact-sheets/]

WEEK FOURTEEN, MEETINGS 25, 26: April 19, 21

[Q&A. CRAIG: TWO Qs, ONE !, ONE ?; Kohn: ONE Q, ONE !, ONE ?; TANGNEY: ONE Q, ONE !, ONE ?!/ = 10]


WEEK FIFTEEN, MEETINGS 27, 28: April 26, 28

[Q&A. CRAIG: ONE Q, ONE !, ONE ?; DOBSON: ONE Q, ONE !, ONE ?; STRAUS: ONE Q, ONE !, ONE ?!/ = 9]


