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 focus, 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.”
In order to discover and understand family violence, we cannot even begin to accomplish this by memorizing or regurgitating for some test bits and pieces of information. We need a deep understanding of the things we deem important and meaningful in our education and in our lives — not a lot of easily forgotten information. To do this, we must learn to develop and use habits of our mind and intellect — not simply exercise our short-term memory skills. For example, most people read “to be informed,” to find certain bits of information about something, or to be entertained. They have not learned how different it is to read “to be enlightened,” to gain insight, to increase their understanding or comprehension of something. This is a sort of learning that institutions of higher learning should be providing for those who attend them. The emphasis of all class activities is on learning, practicing, and applying the elements of good reasoning and reasoned judgment in our intellectual work as a community. This assumes that the important elements of the course content (i.e., relevant points of view, purposes, questions, problems, concepts, ideas, conclusions, information, experiences, implications, assumptions) can only be personally applied if they are learned and understood in terms of how they are organized and interrelated with one another and with your experience. Only as you study them in this manner, will they become applicable and useful for you. You must reason your way to identifying and articulating their relevant implications and applications for yourself and others. This form of study requires considerable practice and it is best done in settings where individuals can work together to coach, teach, and learn from one another. This is intended to be done, in some way, during every class meeting and in every class activity.

Four more COURSE CONTENT OBJECTIVES can now be articulated that follow from this introductory discussion on how and why we do what we do in this course:

6. Develop a deeper understanding of the important differences between learning “to be informed” about something and learning “to be enlightened” or to increase understanding about something.
7. Develop a deeper understanding of the elements of reasoning common to all systems of thinking — points of view, purposes, questions, concepts, conclusions, information, implications, and assumptions.
8. Develop a deeper awareness and understanding of personal prejudices and areas of closed-mindedness through discovering more about being teachable, open-minded, and fair-minded.
9. Develop a deeper understanding of what educators call “higher-order thinking” — the intellectual processes of analysis, synthesis, evaluation, and application.

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. 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.
6. Several required readings for the first half of the term can be accessed directly from sites on the web.

RECOMMENDED WRITING RESOURCE BOOK AVAILABLE IN THE UNIVERSITY OF UTAH BOOKSTORE

RECOMMENDED BOOKS AVAILABLE IN THE UNIVERSITY OF UTAH BOOKSTORE

**OTHER COURSE RELATED RESOURCE MATERIALS**

There are two course related sets of resources that are accessible from the “links” page of my faculty website ([http://www.fcs.utah.edu/faculty/herrin/links.html](http://www.fcs.utah.edu/faculty/herrin/links.html)). One of these sets of resources is called *Pertinent Course “Odds and Ends”* ([http://www.fcs.utah.edu/faculty/herrin/OddsEnds.html](http://www.fcs.utah.edu/faculty/herrin/OddsEnds.html)). Please disregard the section in this resource for “Substitute Day.” The second set of resources is called “Deep Learning:” *A Critical Thinking Resource* ([http://www.fcs.utah.edu/faculty/herrin/deep_learning.html](http://www.fcs.utah.edu/faculty/herrin/deep_learning.html)).

**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. Other activities may be graded using grading criteria discussed in class. Your participation in the assessment of your own work, the work of your peers, and providing feedback for your peers will be accounted for in this component of your course grade. Sometimes you will give and receive feedback from class members on the clarity, precision, depth, and other standards of reasoning as they are evident or absent in different assignments so you learn to assess your own work and the work of your peers. 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 discussed below 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. The required elements of these assignments are listed below and will be discussed in class.
For each chapter or article assigned, select and word-process a minimum of one quotation (e.g., phrases, sentences, paragraphs) that contain terms, ideas, assumptions, conclusions, or other information that triggered, inspired, or otherwise helped you discover or realize personally significant insights about the author’s central and most important message, argument, propositions, or findings. Look for passages that are also significant and meaningful to you that you feel are worth learning because of their relevance to you, your increased understanding, and their connection or application to your experience. Long quotations may be photocopied and attached to the page that discusses the relevant insight.

Immediately following each quotation you choose to discuss, briefly (i.e., minimum of 200 words) but clearly and precisely, explain (a) why you selected the particular quotation and (b) what the specific insight, understanding, or connection was that the particular quotation triggered or helped you see. Include an accurate word-count of the number of words you write in your discussion or mark approximately where in your discussion your word-count exceeds 200 words. [For example, if you count the words in this paragraph and the one before it, there are 221 words.] Both Microsoft Word and Corel WordPerfect have functions that [*200 words] will provide a word-count for a document or block of text. These functions make word-counting relatively easy for you.

For each of the quotations you select and discuss, create at least one original complex question that you feel could be asked and if answered would help you and others understand the quotes, readings, and your related interests, insights, and concerns more thoroughly and at deeper levels.

When the reading assignment includes more than one chapter for an assigned author, you need at least one quote from each assigned chapter by that author, but you only need to discuss one insight and ask one question for that author that week.

Instructions for selecting insights and writing questions from the different reading assignments are specified under the weekly headings listed under CLASS MEETINGS AND READING ASSIGNMENTS. For example:

**WEEK FOUR, MEETINGS 6, 7: February 2, 4**

[WQ&I. Dutton: one quote (‘Q’), one insight (‘!’), one question (‘?’); Egeland: one Q, one !, one ?; Gilligan: one Q, one !, one ?/ = 9]

This means that there will be one quote, one insight, and one question due for the assigned Dutton chapter, one quote, one insight, and one question due for the assigned Egeland chapter, and one quote, one insight, and one question due for the assigned Gilligan chapter. These all add up to nine different required components for this particular week’s WQ&Is.

**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 end of Week Seven (Friday, February 27th, 3:00 PM, at the latest; AEB 228 or my office). Your second LEARNING ANALYSIS is due in class, the last class period of the semester, April 29th. 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 Monday, April 13th, 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, April 29th. The required elements of these assignments will be discussed in class.

**NECESSARY DETAILS FOR ALL WRITING ASSIGNMENTS.** To help you be thorough and careful in your attention to very basic elements of written communication, please attend to the six details listed below in your assignments. If they are omitted your assignment will not receive full credit and may be returned to you to be completed and resubmitted before
it receives any credit. While attention to such details may seem unimportant to you, I assure you that the inclusion of each item makes an important contribution to the successful completion of a relevant piece of written communication from you to me or other members of the class.

1. Please word-process (or type) your work if at all possible.
2. Please put your name, the name and number of the course, the name of the assignment, and the date of the day you complete the assignment at the top of your first page.
3. Please number your pages and put them in order when you turn in an assignment that is longer than one page.
4. Any time a quotation is used in an assignment, the reference to it should include the following elements in an endnote, footnote, or reference list: ① full name(s) of the author(s); ② the full or complete title of the article or chapter; ③ the full or complete title of the book or publication the article or chapter came from and the names of the author (s)/editor(s) of the book if they are not the same as ① above; ④ the year of publication; ⑤ the place (e.g., city, state) of publication; ⑥ the name of the publisher; and ⑦ the page number(s) where the quote can be found. Two additional elements are necessary if the reading is on the internet or web: ⑧ the date that you last retrieved the article or reading on the internet or web; and ⑨ the URL or address on the web for the article or reading in which the quote is located. In the body of your writing, the reference for the quote should include the last name of the author(s), year of publication, and the page number(s) where the quote can be found.

If, for example, the quote was from page 11 of James Gilligan’s book, *Violence*, you could write the reference in the body of your writing as (Gilligan, 1997, 11) and the reference in a reference page would like the following:


If the quote was from the online chapter-draft by Murray Straus, you could write the reference in the body of your writing as (Straus, 2001, no page numbers given). The reference page entry could be written as follows:


5. Be certain that you respond to and complete all assigned questions, components, and their subparts. Pieces of work turned-in that omit important assigned components are likely to be returned without credit until they are completed and resubmitted. These resubmitted assignments will be considered late.

6. We are likely to use or discuss many of your WEEKLY QUOTES AND INSIGHTS in a number of ways during class meetings with the whole class or class members in small groups so write at least some things you are willing to share with others. If there are things you want to write that you want to remain confidential please consider writing the confidential material on a separate page.

COURSE “ODDS and ENDS”

ATTENDANCE POLICY. As a matter of respect and courtesy for other members of the class, so much as possible, please come to class on time. Typically, you need to attend class in order to participate in and receive credit for IN-CLASS ACTIVITIES. These activities cannot be made-up except in particular circumstances. According to the University’s Registrar’s guidelines, if you are absent from class to participate in officially sanctioned University activities (e.g. band, debate, student government, intercollegiate athletics), religious obligations, or with instructor’s approval, you will be permitted to make up both assignments and examinations. Please inform me in advance of such absences or emergencies if at all possible. More information on this policy is available at <http://www.acs.utah.edu/sched/handbook/attend.htm>.

RESPECTFUL CLASSROOM ENVIRONMENT. Please help contribute to a respectful and civil learning environment by turning off and refraining from the use of cell phones, beepers, ipods, palm pilots, etc. during our class meetings. Also avoid the use of non-course related materials, objects, or activities during class meetings such as homework for other classes, newspapers, personal correspondence, browsing the internet, etc. Use of laptop or notebook computers in class is allowed after notifying and obtaining the instructor’s permission.

APPROPRIATE CONDUCT. In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct misrepresenting one's work, and/or inappropriately
collaborating. Students are also expected to be aware of and adhere to the guidelines for appropriate conduct as articulated in the CODE OF STUDENT RIGHTS AND RESPONSIBILITIES (“STUDENT CODE,” Policy 8-10 Rev 6, enacted February 3, 2006). A copy of the code is available at: <http://www.admin.utah.edu/ppmanual/8/8-10.html>.

ACCOMMODATIONS POLICY. It is very likely that some of our reading materials, lectures, discussions, films, or other presentations in this course will include content that may be at odds with your personal set of values, beliefs, or point of view. This is virtually unavoidable in a class that is designed to help you study and understand the central concerns, issues and perspectives that are relevant to our course of study. We deliberately work at trying to understand multiple viewpoints and what they are based on that are diverse and often in opposition to one another. Only as we do this are we able to more fully and accurately understand the problems, issues, and concerns that are relevant to our class so we can consider possible responses and resolutions. Please carefully review the syllabus, assignments, and readings to determine if you are willing to participate in and contribute to our class as a learning environment and experience. Consequently, accommodations in content or assignments are not offered in our class. Please let me know if you have any questions or concerns about these or related matters at your earliest convenience. More information on the University of Utah’s Accommodations Policy is available at: <http://www.admin.utah.edu/facdev/pdf/accommodations-policy-background.pdf>.

REQUESTS for SPECIAL ACCOMMODATIONS by STUDENTS with DISABILITIES. Persons with disabilities requiring special accommodations to meet the expectations and assignments of this course are encouraged to bring this to the attention of the instructor as soon as possible. The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services <http://www.sa.utah.edu/ds/>, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in the course can be made available in alternative format with prior notification to the Center for Disability Services. More information is available at: <http://www.hr.utah.edu/oeo/ada/guide/faculty/>.

COURSE WITHDRAWAL POLICY. Each of you may formally withdraw from the course for academic reasons, typically, up through the FRIDAY of WEEK EIGHT (March 6th). If you remain in the course after this date you cannot withdraw for academic reasons at any other time during the term. The online Student Information System includes the following “Notice” regarding this matter [see “drop/withdrawal deadlines”]:

After the withdrawal deadline, you may petition for withdrawal if you have a nonacademic emergency. Submit a petition and supporting documentation to the office of the dean of your academic college. Undeclared, nonmatriculated and premajor students apply to the University College. You must submit the petition to the appropriate dean’s office by the last day of regular course instruction preceding the final exam period.

INCOMPLETE POLICY. According to University policy, students must have completed with a passing grade 80% of the course requirements to be eligible for an “Incomplete” grade.

IMPORTANT DATES TO REMEMBER

JANUARY 19  ☺ MARTIN LUTHER KING, JR. DAY — NO CLASS — HAVE SOME FUN!!! ☺

JANUARY 21  !!!REMINDER: LAST DAY TO DROP COURSES!!!

JANUARY 26  !!!REMINDER: LAST DAY TO ADD COURSES!!!

JANUARY 26  !!!REMINDER: TUITION DUE OR YOUR CLASSES WILL BE CANCELLED!!!

FEBRUARY 16  ☺ PRESIDENTS’ DAY — NO CLASS — HAVE SOME FUN! ☺

MARCH 6  !!!REMINDER: LAST DAY TO WITHDRAW FROM TERM COURSES!!!

MARCH 16 — 20  ☺ SPRING BREAK — NO CLASS — HAVE SOME FUN!!! ☺

MAY 19  !!!GRADES AVAILABLE ON THE WEB!!!
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 ‘1’ means the materials will be distributed to you in class; a ‘-‘ means the reading is accessible from my faculty website (http://www.fcs.utah.edu/faculty/herrin/) under the section for this course; a ‘:‘ means the reading can be found on the Web; a ‘1‘ means the reading can be found on e-reserve; and a ‘&‘ means the reading can be found in one of the course textbooks.

NOTE: During the first few weeks of the term, we will visit a number of pertinent websites, explore them, and read through particular pages to acquire an overview and background awareness of the facts and explanations of family and domestic violence — particularly child and spouse abuse. We are interested in getting a very quick look at a lot of information in these areas. Read quickly and look for things that are interesting and compelling to you. Make note of these. It will be useful for you to find several relevant websites (such as these) that you become familiar with as the term progresses so you can refer to them and find statistics and answers to questions you may have.

WEEK ONE, MEETING 1: January 12

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

WEEK ONE, MEETING 2: January 14

1 Pertinent Course “Odds and Ends”. http://www.fcs.utah.edu/faculty/herrin/OddsEnds.html
1 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. From your browsing, look for, write down, bring to class, 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. http://nccafv.org/
   Elder Abuse Information. http://www.nccafv.org/elder.htm

WEEK TWO, MEETING 3: January 21

1 Visit the “Action Center” of the Family Violence Prevention Fund website. In the middle of the page is a column that says “Get the Facts: Domestic Violence Is a Serious, Widespread Social Problem in America.” Read through the column. Then read through the 13 different “Fact Sheets by Topic” that are listed in the adjoining column. 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/content/action_center/detail/754
1 Visit the website of the American Humane Association. Read through the 11 different “Child Fact Sheets” listed in the column on the far right side of the page. 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 THREE, MEETINGS 4, 5: January 26, 28

WEEK FOUR, MEETINGS 6, 7: February 2, 4
[Q&I. Dutton: one quote ("Q"), one insight ("!") one question ("?"); Egeland: one Q, one !, one ?; Gilligan: one Q, one !, one ?/ = 9]


WEEK FIVE, MEETINGS 8, 9: February 9, 11
[Q&I. Baumeister: one Q, one !, one ?; Dutton: one Q, one !, one ?; Gilligan: two Qs, one !, one ?/ = 10]
Dutton. “Shame: The father’s contribution” in Batterer, 78-93.


WEEK SIX, MEETING 10: February 18
[Q&I. Baumeister: one Q, one !, one ?; Beck: three Qs, one !, one ?; Gilligan: one Q, one !, one ?/ = 11]

WEEK SEVEN, MEETINGS 11, 12: February 23, 25
[Q&I. Baumeister: one Q, one !, one ?; Beck: two Qs, one !, one ?; Gilligan: one Q, one !, one ?/ = 10]
Beck. “Let me count the ways you’ve wronged me” in Prisoners, 55-70.

WEEK EIGHT, MEETINGS 13, 14: March 2, 4
[Q&I. Egeland: one Q, one !, one ?; Miller: three Qs, one !, one ?; Straus: one Q, one !, one ?/ = 11]

WEEK NINE, MEETINGS 15, 16: March 9, 11

[Q&I. Beck: two Qs, one !, one ?; Gilligan: one Q, one !, one ?; Johnson: one Q, one !, one ?/ = 10]

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

WEEK TEN, MEETINGS 17, 18: March 23, 25

[Q&I. Beck: one Q, one !, one ?; Gilligan: two Qs, one !, one ?; Miller: two Qs, 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].

RECOMMENDED READING ABOUT THE DISTURBING HISTORY OF CHILD ABUSE THROUGHOUT THE WORLD. [WARNING: This is a fairly graphic and intense description of some of the many 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.]

http://www.psychohistory.com/htm/05_history.html or http://www.primalspirit.com/deMause3-1_ChildAbuse.htm

WEEK ELEVEN, MEETINGS 19, 20: March 30, April 1

[Q&I. Dobson: one Q, one !, one ?; Kohn: two Qs, one !, one ?; Straus: one Q, one !, one ?/ = 10]

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


WEEK TWELVE, MEETINGS 21, 22: April 6, 8

[Q&I. Craig: three Qs, one !, one ?; Kohn: one Q, one !, one ?; Miller: two Qs, one !, one ?/ = 12]

http://www.naturalchild.org/sidney_craig/love_bank.html
http://www.naturalchild.org/sidney_craig/feelings.html
WEEK THIRTEEN, MEETINGS 23, 24: April 13, 15
[WQ&I. Beck: one Q, one !, one ?; Gilligan: two Qs, one !, one ?; Kohn: one Q, one !, one ?/ = 10]

WEEK FOURTEEN, MEETINGS 25, 26: April 20, 22
[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.

WEEK FIFTEEN, MEETINGS 27, 28: April 27, 29
[WQ&I. Beck: one Q, one !, one ?; Gilligan: two Qs, one !, one ?; all other articles: four Qs, one !, one ?/ = 13]