PREVIEW!!  SPRING 2012  FAMILY VIOLENCE
Family and Consumer Studies 5370, Section 1 — 3.0 credit hours
Mondays & Wednesdays, 9:40 to 11:00 a.m. in SW 137

Successfully passing this course earns Upper-division Communication/Writing Credit

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Office Hours: Mondays thru Thursdays 1:30 - 3:00 p.m., and/or by appointment
ON-LINE COPY OF CURRENT SYLLABUS IS AT: <http://www.fcs.utah.edu/people/faculty/herrin/>

PREVIEW NOTE: This preview syllabus is from FALL 2011 semester. The assignment due dates, list of class meetings, and reading assignments included below are therefore not completely accurate for SPRING 2012. They are likely to change in some degree before the actual Semester begins. The accurate information regarding due dates, class meetings, and reading assignments will be forthcoming.

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 problems 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 for the term are on “Electronic Reserve” through the Marriott Library. You may access these reserved readings by first going to the Library’s new search experience located at: [http://search.library.utah.edu](http://search.library.utah.edu). Once there, log-in and then select the course reserves tab. Enter “Herrin” or our course number or the author’s name in the top box. Scroll down through the results until you find the particular reading. The following link takes you to a help page that explains how to access e-reserve readings from campus as well as off campus: [http://campusguides.lib.utah.edu/course_reserves_guide](http://campusguides.lib.utah.edu/course_reserves_guide).
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


**OTHER COURSE RELATED RESOURCE MATERIALS**

There is an additional course related set of resources that I encourage you to use. It is called “Deep Learning:” A Critical Thinking Resource (<http://www.fcs.utah.edu/people/faculty/herrin/deeplearning.pdf>). Feel free to browse through it and use aspects of it that you find helpful. We will refer to some of the material in class.

**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 complete the components discussed below for week four and any seven of the weekly reading assignments thereafter. A printed hard copy of 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. WEEKLY QUOTES AND INSIGHTS are intended to be completed and brought to class before we discuss the reading assignment upon which they are based. They will be counted late if they are turned in at any other time (i.e., later in the class period, later in the day, the following day, etc.). You receive full credit for each of these assignments if you complete all the required components accurately and turn them in on time. Your grade for this part of the class is your completed percentage of the eight possible weekly assignments. I do not attempt to evaluate your reasoning or your writing in these assignments. The required elements of these assignments will be discussed in class. The purpose of the writing in these assignments is to write about the things that you discover in the reading assignments that are insightful and useful to you and to write about your insights or increased understanding or sense of discovery and the kinds of questions you have after having read and written to increase your understanding. Pondering on questions and concerns you have identified as you work through your reading assignments and then reading to discover answers to your questions will give you a different vantage point for reflecting on your reading assignments and what you learn from them then you would have if you were simply writing after you had read the assignments simply to complete the assignment. This is intended to be a different kind of writing than writing off-the-top-of-your-head that is more common to the writing we do during our IN-CLASS ACTIVITIES.

**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.

LATE WORK. I keep a careful record of if and when you turn-in your eight WEEKLY QUOTES AND INSIGHTS and LEARNING ANALYSES ONE and TWO. At the end of the term, I calculate the percentage of all of these assignments that you turned-in late (if any). I subtract this percentage from the total overall grade you have earned. Your grade will not be affected by one or two isolated cases of lateness if you have otherwise submitted your other assignments on time. If all of your work is turned in late, it will drop your grade a full letter grade, for example, from a “B” to a “C.” I allow you to turn-in late up to 25% of your work without it influencing your grade.

GRADING EXPLANATION. Typically, you are encouraged to include three different emphases in all of your writing and communicating in our class. These emphases are: (1) demonstrating what you learn and come to know, how/why your learning is important and relevant to you, and what makes it worth learning; (2) doing something with what you learn and come to know by articulating changes you could consider making to improve things as they are in your thinking and in the things that you do, the implications for you and important others of taking your changes seriously if they were implemented, and the opposition from yourself and others you could anticipate to your recommendations and your response to this opposition; and (3) your use of good reasoning and intellectual processes such as explaining, analyzing, synthesizing, evaluating, and applying with clarity, precision, accuracy, consistency, depth, breadth, and careful reasoning. These are all things our class is designed to help you learn to do.

GRADING SCALE. Your final course grade is computed using various weights for the different types of class assignments. Letter grades are assigned to percentages according to the scales listed below.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>“ - ” Range</th>
<th>Letter only</th>
<th>“ + ” Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = EXCELLENT</td>
<td>90 - 93.9 %</td>
<td>94 - 100 %</td>
<td></td>
</tr>
<tr>
<td>B = GOOD</td>
<td>80 - 83.9 %</td>
<td>84 - 86.9 %</td>
<td>87 - 89.9 %</td>
</tr>
<tr>
<td>C = ADEQUATE</td>
<td>70 - 73.9 %</td>
<td>74 - 76.9 %</td>
<td>77 - 79.9 %</td>
</tr>
<tr>
<td>D = INADEQUATE</td>
<td>60 - 63.9 %</td>
<td>64 - 66.9 %</td>
<td>67 - 69.9 %</td>
</tr>
<tr>
<td>E = NO GRADE</td>
<td>&lt; 60 %</td>
<td></td>
<td></td>
</tr>
</tbody>
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IMPORTANT DATES TO REMEMBER

AUGUST 31        !!!REMEMBER: LAST DAY TO DROP COURSES!!!
SEPTEMBER 6      !!!REMEMBER: LAST DAY TO ADD COURSES!!!
SEPTEMBER 6      !!!REMEMBER: TUITION DUE OR YOUR CLASSES WILL BE CANCELLED!!!
OCTOBER 21       !!!REMEMBER: LAST DAY TO WITHDRAW FROM TERM COURSES!!!
DECEMBER 27      !!!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 ‘/pc’ means the reading can be found on the Web; a ‘/folderopen’ means the reading can be found on e-reserve; a ‘ ngữE’ means the reading can be found in one of the course textbooks, and a ‘/mailboxflagup’ means the reading is accessible from my faculty website (<http://www.fcs.utah.edu/people/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: August 22

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

WEEK ONE, MEETING 2: August 24


RECOMMENDED: /folderopen 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 17 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://www.futureswithoutviolence.org/content/action_center/detail/754

WEEK TWO, MEETING 3: August 29


RECOMMENDED: /folderopen Visit the website of the American Humane Association. Read through the 14 different “Child Fact Sheets” listed on the far left 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 TWO, MEETING 4: August 31

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. <http://nccafv.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 August 31st 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. AS PART OF YOUR BROWSING, PLEASE READ THE FOLLOWING PAGES OF INFORMATION.

Elder Abuse Information. http://www.nccafv.org/elder.htm

WEEK THREE, MEETING 5: September 7

Explanation and Example of Weekly Quotes and Insights http://www.fcs.utah.edu/~herrin/WQ&I.exampleFa10.pdf


WEEK FOUR, MEETINGS 6, 7: September 12, 14

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

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

WEEK FIVE, MEETINGS 8, 9: September 19, 21
[Q&I. BAUMEISTER: one Q, one !, one ?, Gilligan: two Qs, one !, one ?, Miller: one Q, one !, one ?/ = 10]

WEEK SIX, MEETINGS 10, 11: September 26, 28
[Q&I. DUTTON: one Q, one !, one ?, Gilligan: two Qs, one !, one ?, Miller: one Q, one !, one ?/ = 7]
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 SEVEN, MEETINGS 12, 13: October 3, 5
[Q&I. BAUMEISTER: one Q, one !, one ?, Gilligan: one Q, one !, one ?, TANGNEY: one Q, one !, one ?/ = 9]
Gilligan. “Culture, gender, and violence: ‘We are not women’” in Violence, 225-239.

WEEK EIGHT, MEETINGS 14, 15: October 17, 19
[Q&I. DUTTON: one Q, one !, one ?, Gilligan: two Qs, one !, one ?, Siegel: one Q, one !, one ?/ = 7]

WEEK NINE, MEETINGS 16, 17: October 24, 26
[Q&I. BECK: one Q, one !, one ?, Gilligan: one Q, one !, one ?/ = 8]

WEEK TEN, MEETINGS 18, 19: October 31, November 2
[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 ELEVEN, MEETINGS 20, 21: November 7, 9


WEEK TWELVE, MEETINGS 22, 23: November 14, 16


WEEK THIRTEEN, MEETINGS 24, 25: November 21, 23


WEEK FOURTEEN, MEETINGS 26, 27: November 28, 30


WEEK FIFTEEN, MEETINGS 28, 29: December 5, 7


http://faculty.rcc.edu/thompson/Marriage%20and%20Family/spare_the_rod.htm

http://www.nospank.net/johnson2.htm

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


RECOMMENDED: Miller, Alice. (2005). “Spanking is counterproductive and dangerous. Why spankings, slaps, and even apparently harmless blows like pats on the hand are dangerous for a baby.”