

EASTERN MICHIGAN UNIVERSITY

Department of Sociology, Anthropology & Criminology

CRM 560, SOCL 560 & WGST560: DOMESTIC VIOLENCE & SEXUAL ASSAULT

Dr P. S. Leighton W 2016, T 5:30 – 8:10 Pray Harrold 307

Office: 712 Pray Harrold, 734/487-0012

Office Hours: Mon & Wed 12:15 – 1:45, Tues 4:30 – 5:30, and by appointment

<http://paulsjusticepage.com/emu/crm550.htm>

DESCRIPTION

This class is an in-depth study of physical, emotional and sexual abuse. It recognizes that a disproportionate number of the victims are women, but that a strict feminist analysis needs to be modified to recognize abuse in same sex relationships and a growing literature on female offenders. A single semester devoted to this topic cannot be 'comprehensive' because the amount and forms of abuse are myriad. The goal is to (1) provide an overview into many facets of the problem, theories, and appropriate responses; (2) take an in depth look at the perpetrators; and (3) examine some of the larger cultural contexts within which the varieties of abuse occur.

Students have a wide range of academic and personal motivations for enrolling in this class, so it is designed to give flexibility in pursuing individual topics. The required readings are meant to create some foundation of common knowledge and the regular papers are to help ensure that discussions maximize the limited time available to study the topic. Seminar participants are encouraged to share their experiences and additional knowledge. Everyone has a role as co-teacher and it is expected that much of the learning will be from your peers.

REQUIRED READING

Dekeseredy, Walter and Martin Schwartz. *Male Peer Support & Violence Against Women*.

Lundy Bancroft. *Why Does He Do That? Inside the Minds of Angry & Controlling Men*.

Diana Scully, *Understanding Sexual Violence : A Study of Convicted Rapists*.

Julian Sher, *Somebody's Daughter*.

Additional required readings will be from the Internet. Even though you do not have to buy them, they are still required. The book order has been placed with all the EMU bookstores. Also, the class webpage links to the books at Amazon.com. You may have to try several sources to get all the books, but they are available.

REQUIREMENTS

10% Attendance & Participation

45% weekly papers and class presentations

45% for a 17 - 18 page term paper on the topic of your choice using research from paper sources not mentioned on this syllabus. (These requirements are the *minimum* ones, so you are free to integrate information from class reading, library research and the internet as well.)

Regular weekly papers should be 2 -3 single spaced typewritten pages that contain quotes from the reading you found most provocative along with a paragraph of commentary about why that quote interested you (good, bad, connections with other issues, questions, etc). Type in 1 sentence of the quote and indicate the page number, followed by 5 to 8 sentences discussing it. **Please do NOT try to summarize the reading – select quotes and respond/comment.** The idea of this paper is to ensure students have done the reading and some level of reflection on it as preparation for class. Thus, it is important to have them ready at the start of class and turn them in ON TIME. If you cannot be present, please put them into my mailbox or FAX them to the department (734/487-7010). I **will not accept papers as email attachments.**

The class also requires short papers based on internet sites or searches. These are *in addition to*, not instead of, the papers based on the required book reading. Please distinguish between the regular papers that ask for a comment/response, and additional papers that may ask for a summary or have their own format, which will be specified in the assignment.

For the first two weeks, you will receive full credit if you turn in the papers, and I will provide comments to help you with the format. After that, I will continue to provide feedback, but the papers will be graded on a check plus, check, check minus system; a check plus for all assignments means you have earned the full amount of points for this aspect of the class. A significant part of your grade for this class is based on these weekly assignments, so blowing them off or consistently turning them in late will have a detrimental effect on your final grade.

Attendance and Participation are important aspects of this class because of the opportunity to talk through many controversial but crucial issues. The emphasis is on constructive participation, not saying something for the sake of talking. If class discussion is lacking, the professor reserves the right to assign class members chapters, which they will have to summarize and lead discussion on. As the quality of this seminar rests on participation and everyone is expected to be a co-teacher, attendance is crucial. I understand that some students do not feel comfortable talking about many of the topics that arise in this class. However, the class covers enough topics that perfect attendance without some regular participation will not result in full credit for this aspect of the class.

The **term paper** is an academic research paper based on a topic you want to know more about so long as it relates to domestic violence, sexual assault or gendered violence. If you are feeling cynical or frustrated about all the violence, then use the paper to examine interventions and solutions. Because this is a research paper, you should not make extensive use of class materials or the internet. You must turn in a hard copy on the date specified in the syllabus *and* you are responsible for emailing me an electronic copy of the paper within 12 hours of our last class session. The hard

copy is what will be graded, so do not do additional work before submitting the electronic copy. The electronic copy is in case I have questions about plagiarism (see next section of syllabus). You will not receive a grade for the paper or class if I do not receive an electronic copy of the paper. **See the Term Paper Guidelines on the last page of the syllabus.**

Plagiarism is appropriating or imitating the ideas, thoughts and language of another and passing them off as your own. This act occurs when students copy portions of a book (usually more than four consecutive words) without using quotation marks and a citation. (Copying a block of text from a webpage and pasting it into your paper without quotation marks and a citation is plagiarism.) It is also plagiarism to copy portions of another student’s paper.

More generally, education involves not just getting a degree but a search for truth, which requires honesty and personal integrity. Thus, students at all times will behave in accordance with EMU’s policy on **Academic Integrity** forbidding such activities as plagiarism, fraud, cheating and knowingly assisting another student who is engaged in one of these acts. Academic dishonesty, including all forms of cheating and/or plagiarism, will not be tolerated in this class. Penalties for an act of academic dishonesty may range from receiving a failing grade for a particular assignment to receiving a failing grade for the entire course. In addition, you may be referred to the *Office of Student Judicial Services* for discipline that can result in either a suspension or permanent dismissal. The **Student Conduct Code** contains detailed definitions of what constitutes academic dishonesty, but if you are not sure about whether something you’re doing would be considered academic dishonesty, consult with the instructor.

Students are expected to abide by the **Student Conduct Code** and assist in creating an environment that is conducive to learning and protects the rights of all members of the University community. Incivility and disruptive behavior will not be tolerated and may result in a request to leave class and referral to the *Office of Student Judicial Services (SJS)* for discipline. Examples of inappropriate classroom conduct include repeatedly arriving late to class, using a cellular telephone, or talking while others are speaking. You may access the Code online at www.emich.edu/sjs.

GRADING SCALE

	89 – 87 = B+	79 – 77 = C+	69 – 67 = D+
100 – 93 = A	86 – 83 = B	76 – 73 = C	66 – 63 = D
92 – 90 = A-	82 – 80 = B-	72 – 70 = C-	62 – 60 = D-

Below 60 = F

CELL PHONE POLICY

Having phones ring in class is distracting and really irritating. Turn the ringer off for the brief time we’re in class and let voicemail pick up the call. If you are expecting something important (child care, etc), set the phone to vibrate and sit by the door so you can leave easily without disturbing the class.

SCHEDULE OF CLASSES

Circumstances sometimes require flexibility and students are responsible for any departures that are announced in class.

Internet assignments are part of the required reading unless they specifically say 'recommended.' Internet assignments listed here are for quick reference only. The complete and 'official' versions of the assignment, with working links and additional recommended resources, can be found through

<http://www.paulsjusticepage.com> > EMU > CRM 550 or
<http://paulsjusticepage.com/emu/crm550.htm>

1/12	Introduction & Greeting
1/19	<p>1. Dekeseredy & Schwartz, Intro + Ch 1 (2-3 page quote-reaction paper)</p> <p>2. Go to the class webpage (remember paulsjusticepage.com) and find the link for the World Health Organization's (WHO) Understanding and Addressing Violence Against Women. Write a 1-2 page quote-reaction paper. Be prepared to give a brief presentation to the class on a section.</p> <p>3. From the class webpage, use the link for power and control wheels to explore some of the variations. Identify one that you found especially interesting and print off enough copies for the entire class (16). Be prepared to pass it out and discuss what you thought were the significant points.</p> <p>You should be bringing to class two papers (Dekeseredy + WHO) and 16 copies of a power and control wheel</p>
1/26	<p>1. Dekeseredy & Schwartz, Ch 2; Bancroft, Intro + Ch 1 (single 2-3 page quote-reaction paper that covers both books)</p> <p>2. From the class webpage, go to the National Network to End Domestic Violence Census of DV shelters. Prepare a 2 page, single spaced NOT quote-reaction paper. Be prepared to present the highlights to the class.</p>
2/2	<p>1. Dekeseredy & Schwartz, Ch 3; Bancroft, Ch 2 – 3 (single 2-3 page quote-reaction paper that covers both books)</p> <p>2. Go to the class webpage for the link to Why Some Battered Women Sometimes Stay. Briefly summarize what the most important points were to you, and <i>review how she explains about loving someone who is abusive.</i> (1 page single spaced)</p>

2/9	<p>1. Dekeseredy & Schwartz, Ch 4; Bancroft, Ch 5 & 6; (single 2-3 page quote-reaction paper that covers both books – note that you do not need to read Bancroft, ch 4)</p> <p>2. Write 1-2 page paper discussing your term paper topic and the resources you have identified to do it. Make sure to include both a short narrative about the issue and an outline of the 3 to 4 main headings or topics you would like to cover.</p>
2/16	1. Dekeseredy & Schwartz, Ch 5 & 6; Bancroft, ch 7 – 10; (single 2-3 page quote-reaction paper that covers both books)
2/22 – 2/28 NO CLASSES	
3/1	<p>Dekeseredy & Schwartz, Ch 7; Bancroft, ch 11 – 13 (single 2-3 page quote-reaction paper that covers both books)</p> <p>From the class webpage, go to the page for the Catholic Social Services program, Alternatives to Domestic Aggression. Write a 1-2 page single spaced review and commentary of the ADA a) philosophy, b) Program Policies and c) FAQ. Please organize your paper to match the three sections of the website (i.e., headings for Philosophy, Program Policies, and FAQ).</p>
3/8	<p>Bancroft, ch 14 – 15; Scully 1-2 (single 2-3 page quote-reaction paper that covers both books)</p> <p>From the class webpage, go to Cathy Winkler, "Rape As Social Murder." Write a 2 page quote/reaction paper.</p>
3/15	<p>Scully, ch 3 - 5 (2-3 page quote-reaction paper)</p> <p>From the class webpage, find the link for The Rape of American Prisoners. Write a 2 page quote-response paper on this material.</p>
3/22	<p>Scully, ch 6, 7 & Afterword (2-3 page quote-reaction paper)</p> <p>From the class webpage, go to "Campus Sex...With a Syllabus" (NYT 1/9/2016). Write a 2 page quote-reaction that includes following a link in the article. Please mention what link and include one to two quotes on that as well.</p>
3/29	<p>Sher, Prologue, Ch 1-3 (2-3 page quote-reaction paper)</p> <p>From the class webpage, go to Decisions that Matter: An Interactive Experience. This is a bystander intervention exercise. In a 2 page paper, describe the choices you made and the consequences when you go through in 3 different ways. What do you see as the benefits and drawbacks of this approach?</p>

4/5	<p>Sher, Ch 4 -6 (2-3 page quote-reaction paper)</p> <p>From the class webpage, go to Locked In: Interactions with the Criminal Justice and Child Welfare Systems for LGBTQ Youth, YMSM, and YWSW Who Engage in Survival Sex. Write a 2 page quote reaction paper on EITHER the chapter about LGBTQ Youth and Law Enforcement OR Criminal Justice responses to LGBTQ Youth.</p>
4/12	<p>Sher, 7 – 10 or 13 - 15. (2 page quote-reaction paper that includes a short summary of what you felt were the most important points raised by the book)</p> <p>NOTE – ALL back work should be in by today so I can grade it before term papers are due. Papers submitted after this date are subject to a substantially increased late penalty. Depending on the number of papers and my workload, it may be necessary for you to receive an incomplete to give me the necessary time to grade them without holding up the grades for the rest of class.</p> <p>Remember that professors do not have regular office hours after the last class. Make sure to get in touch before classes end if you have an important issue to resolve.</p>
4/19	<p>Papers Due, final presentation based on paper (attendance expected)</p> <p>When grading papers, I normally add several sentences of comments to the grade in case you have a question. If you would like more extensive comments, put a note on the <i>first page</i> requesting comments.</p> <p>If you would like your paper returned, please give me an addressed, stamped envelope or you can pick them up in the student pick-up box in 712 Pray Harrold. You can pick them up from my office next semester.</p>

This class is cross-listed under SOC, CRM and WGST. I enter grades as I finish each section, so some people in class may know their grade several days ahead of others. This is simply a function of their being multiple sections and you should not read anything into it. Please do not write to ask about it – I will post grades as soon as I have them.

I do not respond to questions about grades until I have finished final grading for all 3 of my classes, the independent studies, graduate thesis and nonthesis papers for the semester. I may not be able to respond to your grade inquiry for several weeks.

TERM PAPER GUIDELINES

This paper is 17 – 19 double spaced pages. The topic is your choice, so long as it relates directly and substantively to domestic violence, sexual assault and/or gendered violence. It is a research paper and NOT meant to be a simplified version of a topic for co-workers or a general audience. As an academic exercise to increase your depth of understanding, the research for this paper should come from published sources (journals and books) and to a much lesser extent the internet. (Materials required for class should not be used or only in passing.) Databases available through the library are a better place to search than google.com, especially items like Sage full text (because Sage publishes a journal called *Violence Against Women*, and has a number of journals related to violence and therapy.)

You can use whatever style of citation is most comfortable to you based on your discipline, but it should be used consistently and somewhere it should include full bibliographic information on your sources.

Please read the section on plagiarism in this syllabus. You should NOT be copying and pasting large blocks of material from other sources. Material that is copied should have quotation marks around it and be identified by a source. You can reword material from other sources, but the use of more than four consecutive words generally requires quotation marks and a citation. Material copied and reworded should have a citation. Because your paper is trying to synthesize (finding common and important elements) research, you should be trying to read a wide variety of research on a topic rather than relying too much on a single source that you reword.

Your introduction should be 2-3 pages. In addition to providing context for the paper, it should try to answer the 'So what?' question – what's the importance of this topic and why should we care? The last one or two paragraphs should explain the topics and headings the reader will encounter in the rest of the paper. Think of this as a 'road map' of where the paper goes. (It is easiest to write the intro after you have actually finished the paper.)

Organize the paper by subheadings to identify key topics, but the paper should only contain 3 to 4 headings. Imagine explaining to a someone what the 3 or 4 key points of your paper are – those are your headings. If you cannot do this, then work to clarify the main points you would like to write about. (Remember that some information, quotes and topics that may be interesting but not central to your paper.)

Try to avoid extensive bulleted lists of information (no more than one or two such lists and never more than four to five items). Instead of long lists, try to reflect on the importance of the information ('so what?'), common themes, analysis, critique, etc.

The conclusion should not merely repeat main points, but elaborate on key findings and their importance. In turn, this discussion leads into suggestions for policy reform, social action, disciplinary (knowledge-based) transformation, and/or additional research questions.

The University Writing Center (115 Halle Library; 487-0694) offers one-to-one writing consulting for both undergraduate and graduate students. Students can make appointments or drop in between the hours of 10 a.m. and 6 p.m. Mondays through Thursdays and from 11 a.m. to 4 p.m. on Fridays. The UWC opens for the Winter 2016 semester on Monday, January 11 and will close on Tuesday, April 19. Students are encouraged to come to the UWC at any stage of the writing process.

The UWC also has several satellite locations across campus (in Owen, Marshall, Pray-Harrod, and Mark Jefferson). These satellites provide drop-in writing support to students in various colleges and programs. Satellite locations and hours can be found on the UWC web site: <http://www.emich.edu/uwc>.

UWC writing consultants also work in the Academic Projects Center (116 Halle Library), which offers drop-in consulting for students on writing, research, and technology-related issues. The APC is open 11 a.m. to 5 p.m. Mondays through Thursdays. Additional information about the APC can be found at <http://www.emich.edu/apc>.

Students seeking writing support at any location of the University Writing Center should bring a draft of their writing (along with any relevant instructions or rubrics) to work on during the consultation.