

# SYLLABUS

## SOCL 4633 FAMILY VIOLENCE

### Fall 2024 D2L

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#### TEXT:

- Family Violence: Legal, Medical, and Social Perspectives by Harvey Wallace, Cliff Roberson, and Julie L. Globoker. 9th Edition
- Paper back book(s) for book analysis (can be bought online or Retail bookstores).
- Additional handout(s) that I'll provide

#### COURSE DESCRIPTION

This course is designed to provide an in-depth examination of the different types and definitions of violence in families, with special attention given to child abuse. The kinds of questions that we will be examining are: What is and what is not family violence? How do the various types of family violence differ, and what do they have in common? Does male patriarchy contribute to the abuse of women and children? How valid is the claim that being abused as a child increases the likelihood that you will abuse your own child, or your spouse? What can we do to reduce the level of violence in our own families and in society?

#### COURSE OBJECTIVES

- Help students identify the dynamics of domestic violence/IPV and its impact on the individuals involved, the family and community
- Promote understanding of the influences of why victims stay: culture, children, religion including post-traumatic stress disorder, traumatic bonding, and Stockholm syndrome
- Increase the understanding of why batterers batter
- Increase understanding of the different types of family violence: elder abuse, child physical/sexual/emotional abuse.

#### SPECIAL GUIDELINES

It is likely that some students in this class have experienced family violence. It is important that we abide by some special guidelines.

Do not feel obligated to talk about your experiences. However, you may feel more freedom to do so since this is a web course. Please respect those who wish to talk about their experiences.

Please respect the criticisms and disagreements of your fellow students. This is a tough subject and it is easy to get angry when others' opinions differ from our own. Try to remember that we are in an academic setting and as such our discussions need to be understood as an exercise in "academics"...not reflective of how we "personally" feel about those whose opinions differ from our own.

Expect that in the course of learning about this very important subject, you may feel somewhat depressed or sad about it from time to time. Remember that in learning and discussing these issues, you are part of those who can work to bring about changes in society. Also, keep in mind, that while we still have much to learn and much to change, things are so much better today because of activists, academics, and professionals who wish to learn and work for change.

## Exams and Grading:

There will be 3 exams, including the final and it is NOT comprehensive. Each exam will consist of 50 multiple choice questions. There will be one written assignment as well (see below concerning book analysis OR movie analysis---You only do one or the other, not both). I'll post some suggestions for possible movies in another attachment.

If you miss an exam, you will need to drop the class, or I will drop you with an F. Since I open the first two exams for 3 days (the final for 2 days), there is NO excuse for missing an exam. If you do so because you forgot, or just made a mistake, that tells me that you aren't really working in this online class as you should be. So, you should not be taking my online classes. Also, it is your responsibility to make sure that you are using a good enough computer so that you don't have problems. I will have sent out 3 email messages, one including information on Lockdown Browser. You need to read that closely to know what system works and what is required of you. It is also your responsibility to be in a place where you have good internet connection.

## Discussion and Participation Assignments:

You will also receive a grade for your Participation at the end of the semester (worth 60 points). This participation will be based on responses to the discussions that I post and the responses to your classmates post as well as what you read from the other students postings (the D2L system does keep track of everything you do so I can keep track of this---It's really an amazing system). I will post one to three questions for each chapter. I want actual dialogue here rather than simply responding by saying "I agree" or "I disagree." I want to see some thought put into your responses and some evidence of support for what you say. I'm especially looking for answers that are informed "after" having read the chapters. I need to be able to tell that you've read the chapter. Please remember to be civil.....(define this...no cursing, don't put someone down, provide each other with an open environment for discussing and disagreement, but be careful of the manner in which you do so). I will post discussion questions for each chapter (sometimes I do this a couple weeks in advance for those who read ahead or so that students know what questions will have to be answered as they're reading the chapter). You are to post YOUR response to the questions BY FRIDAY EVENING AT 11:00 PM. This gives everyone the weekend (through Sunday night at 11:00)

to respond to the postings of at least 3 (THREE) other students. This is required!! Please know that it is unfair for you to not post your initial posting by Friday at 11:00 pm because if you post your initial posting on Sunday, that doesn't give your classmates the opportunity to respond to your posting. Remember that part of your participation grade is based on your READING the postings of the other students too.

**GRADING for Participation:**

The weekly discussions are graded according to the following:

Discussion is worth 5 points each week. That is for a total of 4 postings (your initial and 3 responses), and reading 4/5s of all postings of your classmates.

So, since you have 4 postings each week, essentially each posting is worth 1 point (which includes posting on time and being substantive). Then you have another point for reading the 4/5s postings. So, if you only post one posting (your initial posting on time), I will award one point for that if it is substantive. If you post only one posting and even if it is on time, but not substantive, I'm not going to be giving you anything for that one posting.

**More about what it means to be substantive:**

You must post such that it is evident that you are drawing from material that you have read for the current week and responding in a substantive manner (quality issue). Substantive means that you should be able to indicate that you have read the chapter. It might be helpful to actually provide page numbers for the information you are using in your post. You are not to regurgitate what your classmate said they read in the chapter, nor are you to just say "I agree with what you said about blah, blah, blah." You should be able to point out something additional on the topic from the chapter. Now don't get me wrong, I don't mind if you agree, but if you just say that and regurgitate without adding something new as well, you won't get credit for your posting. I also don't just want your opinion. You need to back up what you say with material from the chapter.

**IMPORTANT:**

I will drop students who miss 2 weeks worth of postings throughout the semester. You will be dropped with an F. Therefore, if you see that you will be missing two weeks worth of postings, I think it best if you drop yourself so that you may do so with a "W."

EXAMS and Participation	GRADING
Exam 1	100 points
Exam 2	100 points
Exam 3	100 points
Participation 60 points	60 points 5 points per week, plus I give the extra free 5 points to equal 60 points.
Book *or* Movie Analysis: (Due Dec. 6 <sup>th</sup> )	40 points

To average your grade, add up all points and divide by 4

Grades will be determined by the following scale:

A = 90-100

B = 80-89  
C = 70-79  
D = 60-69  
F = below 60

## THE AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Office of Disability Accommodation. The telephone number is 397-4140.

## BOOK ANALYSIS

This paper should be at least 5-6 pages in length. The requirements for font, margins, etc. are Times New Roman, 12 pt., 1 inch margins on all sides. I simply want you to analyze/interpret one of the following book choices: *Don't You Love Your Daddy* by Sally East and Toni Maguire; or the first book by Dave Pelzer: *A Child Called It*; *Broken* by Shy Keenan; *Sickened: The Memoir of a Munchausen by Proxy Childhood*, by Julie Gregory; *Spilled Milk: Based On a True Story* by K.L. Randis. You will analyze the book you select in terms of the information learned from your text. This means that I want you to use concepts, and theories that you will have learned this semester (and must provide page numbers from your text in your analysis. This is a paper and you should write it accordingly (like you learned to write and reference in your English classes). Do not simply retell the story because that is just a book report. You should be providing me with an interpretation and analysis that tells me how this story supports/confirms or disconfirms what the empirical literature says (from your text information), and provide examples. In other words, tell me how the book supports the theories, concepts, and data in the text and lecture. If there are drastic differences you can comment on that as well. You will need to provide page references from your text in your analysis (I do not need page references from the book you chose to read for this analysis). Just as for the film/movie analysis below, you will receive an automatic zero for not referencing your text throughout your paper, and half credit lost for not adequately addressing the theories that apply as well.

## MOVIE ANALYSIS

This paper should be at least 5-6 pages in length. Here are some guidelines to assist you:

List director, title of film and year published

Explain, IN YOUR OWN WORDS, the intent or purpose of the film and what is to be studied, explained or portrayed. This will be short.

Identify the key points of the film as they relate to the above stated purpose and to family violence in particular

Discuss conclusions drawn by the director(s), for example, how are they asking you to view the social world as they are presenting in the film, or as a consequence of doing such? How are they asking you to think of family violence, its consequences and efforts at social control? This should not take up much space either.

Relate the film as an illustration of support for, or an argument in contradiction to, theories, concepts and data of family violence from your text. Be specific. It is not necessary for you to agree or to disagree with the stand taken by the director. This analysis section should compromise the majority of your paper.

You will need to provide page references from your text in your analysis of your movie.

This is a paper and you should write it accordingly (like you learned to write and reference in your English classes). Do not simply retell the story. You should be providing me with an interpretation and analysis that tells me how this story supports/confirms or disconfirms what the empirical literature says, and provide examples. In other words, tell me how the movie supports the theories, concepts, and data from the text. If there are drastic differences you can comment on that as well. **BE SURE TO REFERENCE YOUR TEXT WITH PG #s.**

I would choose a movie that will have much from which to draw. If the movie only has a minimal amount of family violence, or you feel you can't really write much about what takes place, then choose another movie to analyze.

You will need to provide page references from your text in your analysis. Just as for the book analysis, you will receive an automatic zero for not referencing your textbook throughout your paper, and half credit lost for not adequately addressing the theories that apply as well.

EXAMS				
Exam 1 opens Sept. 22-24, closes 11:00 pm	Chap. 1 Theories; scope of the problem	Chap.5 Physical Child Abuse	Chap.6 Child Sex Abuse	Chap.7 and Chap. 9 Child Neglect and Exploitation
Exam 2 opens Oct. 27-29,closes at 11:00 pm	Chap. 8 Sibling Abuse	Chap. 10 Special Issues in Child Abuse	Chap. 2 Intimate Partner Abuse . Also, Handout/reading (or link that I'll provide)	Chap. 13 and Chap. 14 Sexual Viol. and Stalking
Exam 3 Final Exam Opens <b>Sat.</b> Dec.7 <sup>th</sup> , closes <b>Sun.</b> Dec. 8th at 11:00 pm	Chap. 4 Elder Abuse	Chap. 12 Special Populations	Chap. 15 Victim's Issues	