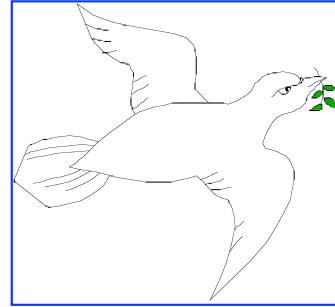


**University of Massachusetts Dartmouth
SOC 400 01 Special Topics: Intimate Violence**



Syllabus

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Spring Semester 2002
Tuesday 2-4:30 PM
Gr. I, Rm. 210

Office Hours: Tues. 1 -2, Thurs. 12-2, by appointment
or at profsusantoni on AIM

Class Website: <http://courses.umassd.edu/classes/soc/400010201/>

COURSE DESCRIPTION:

The topic this semester is **Intimate Violence**. The focus is more specific than what is commonly referred to as "domestic violence." Domestic violence includes all aspects of violence that occurs between family and some friends. This could include child abuse, elder abuse, and abuse of a parent by a child. Intimate violence refers only to violence between intimate partners.

The nature of violence that women experience is often different than ordinary violence. Women's lives are often constructed around the fear of stranger violence, yet they most often experience violence at the hands of family, friends and acquaintances. Most often, in intimate relationships, women are the recipients of the violence.

We will explore both the fear and the reality of violence against women. We will also look at the changing response society has had to such violence, and whether or not it is constructive. Much has been made of this issue in the media in recent years. Part of our task will be distinguishing myth from reality.

REQUIRED READINGS:

Eigenberg, Helen M., ed. Women Battering in the United States. Prospect Heights, IL: Waveland Press, 2001.

Madriz, Esther. Nothing Bad Happens to Good Girls. Berkeley: University of California Press, 1997.

Quindlen, Anna. Black and Blue. New York: Random House, 1998.

Raphael, Jody. Saving Bernice. Boston: Northeastern University Press, 2000.

RECOMMENDED:

Bingamon, Ruth, Agnes Bingamon, and Ruth. Running to Help, Helping to Run. Ladybug Press, 2001. CD-ROM.

COURSE REQUIREMENTS:**Class:**

The class will be conducted as a seminar, where everyone will be expected to be an active participant; therefore attendance is crucial. Readings should be completed before class.

Journals:

Each student will keep a reading/reflective journal organized primarily around the readings, but which may also reference class discussions, current events, and your own reading and experiences. The purposes of the journal are to help you organize your thoughts for class participation, and record your intellectual and personal development over the semester.

Journal entries should include: 1) an abstract or summary of the ideas and arguments made by the author(s), 2) intellectual analysis of the ideas or arguments, and 3) questions about, or critique of, those ideas and 4) personal reactions regarding issues raised in the readings. It might help you in preparing your journal entries to imagine you are weaving a story. Integrate the information, ideas and reactions, rather than simply reporting them.

Each entry will probably be 2-3 typed pages per week. Journals will be

collected periodically (see dates in syllabus.) Don't procrastinate! It's best to write at least a summary of readings immediately after completing it.

Note: The preferred method of collection is for you to send them to me via email as MWord attachments. When using email: use the subject line to clearly identify the content (eg. 'Journal entries due 2/28' or 'question about readings') and always include your a name (I have no way of knowing that urgo244@aol.com is Jane Smith—don't make me guess.)

Assignments:

Select three of the assignments listed below. Note that they are due at various times throughout the semester.

Assignments will not be graded, but a successfully completed assignment is worth 10% of your grade. A successfully completed assignment is one that is original, meets all the requirements, and is in a proper form. Each assignment, when completed, will be posted to the appropriate section of the Occasional Page on the website. Assignments **will not** be accepted late, but may be posted any time prior to the due date.

1) Find three governmental websites (not already posted on the resource page) that address domestic violence. Describe the websites and evaluate their effectiveness (you will find an evaluation tool on the Resources page of the website). Include in your description the URL, the name of the site, and the date you visited the site. Do the same thing for three NGO (non-governmental organizations, i.e. community programs for battered women) sites. Then compare and contrast: do the government and NGO sites have the same audiences? Are their perspectives different? Their data sources? Which do you find more useful? **Due February 15th.**

2) Find a chat room, newsgroup or listserv on any topic related to violence against women. Over a period of two weeks visit the chat room occasionally. Keep a record the issues that seem to be of greatest concern to the participants. (For instructions on how to save a transcript of the sessions on the Resources page.)

Once you've observed, try doing a simple content analysis. In it's most basic form, content analysis involves observing patterns. (For example, a content analysis of a Criminal Justice text book might reveal that, of 35 pictures only seven are of women and in all but one the woman is a victim. That would say something about the authors understanding of CJ, as well as the messages we receive.) Identify key phrases; now count how many times those phrases are used. What issues/ideas/words usually precede or follow the key phrases? Now try to relate your observations to course materials.

Due March 11th.

3) Visit a Batterers Treatment program. Talk to staff and find out as much about the program as possible. Some, but certainly not all the questions you might ask are: Who attends? How does the program get paid? What do they do there? How effective is the program (and how do they know that)?

Now find a (former) batterer's website. What does that website say about the causes of battering behavior? Does it talk about treatment?

How does what a batterer says compare with what treatment staff say? Report on your findings and impressions. **Due April 18th.**

4) Select a narrow/specific topic in the area of intimate violence (gay/lesbian battering, children who witness, domestic homicide, batterer's treatment, DV roundtables are some examples). Prepare an annotated bibliography of five current (1998-2002) references on the subject (no more than two of which are online sources). An annotated bibliography includes a complete citation (check with Turabian or other appropriate source for proper format), and a couple of paragraphs describing the source and stating how it contributes to your knowledge of the subject. **Due May 3rd.**

Class Project:

There will also be a semester long class project. It is my hope that it will involve the whole class, but smaller groups working together is also possible. The class as a whole will determine the subject and manner of this project. At the end of the semester we will present our finished product. At that time, you will each be asked to assess your individual contribution to the whole, and to suggest a grade for that contribution.

GRADING:

Attendance and participation	25%
Journals	25%
Assignments	30%
Group project (self graded)	20%

