Course: CJ 373 WOST (392) Domestic Violence

The class covers two major perspectives, family violence theories and feminist theories, to critically analyze the prevalence, origins, consequences, and responses to intimate partner violence (IPV) in countries throughout the world. Students reflect upon and obtain a more empathic understanding of the complex situational, societal, and personal considerations surrounding battered persons’ decisions to leave or stay with an abusive partner, to disclose or keep silent about their victimization, and to cope with the blame and shame surrounding IPV. Students discuss and debate controversial issues such as gender and ethnic differences, the role of alcohol and drugs in perpetration of IPV, and the appropriateness and effectiveness of specific policies, prevention efforts, and interventions.

Required Texts: Available for purchase on-line or at Loyola Bookstore.

ISBN: 978-0-7432-9654-0

Required Articles: Available from Sakai under course lessons. Read during the assigned week.

See letter for technology requirements.

Social Justice and Respect

Loyola’s Jesuit tradition is founded upon an appreciation of social justice. Social justice may mean many things, as it pertains to this class, class discussion, and class decorum, it will mean conforming one’s verbal and nonverbal communications to convey messages of inclusivity, non-discrimination, and appreciation of all viewpoints and persons, irrespective of gender, race, age, religion, sexual orientation, skin color, national or state origin, socio-economic class, dress, accent, and any other categorical division. Please keep language free of gender, racial, age, class, religion, sexual orientation, ethnic, or other biases, except where they directly pertain to class discussions such as gender or racial stereotyping or the institutional, societal, or group prejudices that are observed during the reflection assignments. Please consider this on-line classroom a safe haven, and treat any personal information revealed respectfully and confidentiality.
Grading:
All grades are based on 100 points for each project, paper, or class participation.

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Weight</th>
<th>Due Date (central time)</th>
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<tbody>
<tr>
<td>Missing or Dead Application Paper:</td>
<td>45%</td>
<td>7/28/2013 at 11:55 p.m.</td>
</tr>
<tr>
<td>Reflection and Integration Assignments:</td>
<td>45%</td>
<td>Each assignment due on Friday at by 11:55 p.m.</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
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Note: Assignments will not be allowed to be submitted one week after the due date, unless there is an uncontrollable extreme circumstance. To be fair to those who submit assignments on time, see point deduction policy.

Grade Scale:
A = Weighted Sum of 94 thru100
A- = Weighted Sum of 90 thru 93.9
B+ = Weighted Sum of 87 thru 89.9
B  = Weighted Sum of 84 thru 86.9
B- = Weighted Sum of 80 thru 83.9
C+ = Weighted Sum of 77 thru 79.9
C  = Weighted Sum of 74 thru 76.9
C- = Weighted Sum of 70 thru 73.9
D+ = Weighted Sum of 66 thru 69.9
D  = Weighted Sum of 60 thru 65.9
F  = Weighted Sum of 59.9 or below

Class Participation:
Class participation will be measured in participation in the discussion boards and grades on quizzes. You are expected to post on each board, and to respond to at least two posts in thoughtful ways that integrate the readings into your responses. Students also are encouraged to email me at lstalan@luc.edu about any questions that they may have regarding the materials or assignments.

On-line Reflection Integration Assignments:

Reflection Integrated (RI) assignments: Appendix D describes each assignment, and the descriptions can also be found in Sakai under assignments. RI assignments are due by Friday at 11:55 p.m. For each day the reflection assignment is late, 5% of the grade will be deducted (1 point out of 20). Thus 2nd day late the highest grade you can earn is 90%. During the first week, due to July 4th, the reflection assignment is due on July 6th Saturday at 11:55 p.m.

Missing or Dead Application Paper
See Appendix of Syllabus and under Assignments in Sakai. For every day the paper is late 3 points will be deducted. Paper is due July 28th at 11:55 p.m.
Course Objectives

1. Apply the family violence and feminist perspectives to real cases

2. Discuss and critique research on gender symmetry and differences in IPV perpetration and victimization, on the role of substance use/abuse in the perpetration of IPV, and on professionals’ responses

3. Develop empathy and self-awareness about the constraints and circumstances surrounding victims’ decisions.

4. Discuss societal barriers, myths, coping strategies, and beliefs that contribute to victim’s decisions to disclose IPV, to internalize blame and shame, and to leave the batterer.

5. Create innovative strategies to prevent or reduce intimate partner violence through integrating theories about why the violence occurs.

6. Know the warnings signs related to severe violence, the differences between intimate partner terrorism and common couple’s violence, gender and racial differences in IPV, drugs and alcohol roles in perpetrating IPV, power and control wheel, and key facts concerning the status of women across the global.

Academic Honesty: Students should be aware of the College of Arts and Science policy on academic honesty (see Appendix A). Appendix B illustrates further the various forms of plagiarism. Academic dishonesty includes seeking assistance or looking on another student’s test while taking an exam, plagiarism in an essay or paper, having another student write a paper, buying a paper on the internet, writing a paper or essay for a student, providing help on the application essay, and copying text without proper citation. Students caught engaging in academic dishonesty will receive an 'F' for the course, will not be allowed to withdrawal from the class, and the academic dishonesty will go in their student records in the deans’ office. Students also may receive additional penalties from the university.

Note: The course syllabus provides a general outline for the course; deviations may be necessary.

Structural Organization for each module:

1. Each module or week has at least one assignment, and all assignments are listed at the beginning of the week for your convenience. You may do the assignments, readings and watching of my podcasts or the videos at times that are convenient to you.

2. The syllabus contains both required and elective readings. Required readings are denoted by ***. Elective readings provide further empirical support for statements made in my podcasts and can be found under resources in Sakai.

3. All videos and music videos should be watched or heard.

4. Reflective Integrated (RI) assignments are denoted by RI.

5. You should approach this class through active engagement: it is your responsibility to critically think about the readings, my lectures, the videos, and form logical conclusions that are grounded in empirical evidence and reflective thought.

6. Discussion boards are part of your class participation grade, and will be graded on the depth of reflection (as how well you connected the material to outside media and conversational experiences or observations) and obtaining requested material to inform the class.

7. I hope you enjoy your adventure into the world of intimate partner violence; we will be traveling throughout the globe so be sure to pack your gender, sexual orientation, and cultural sensitivity,
your cognitive skills of critical fair critiques, comprehension, reflection, application, and logic, and
don’t forget to bring your emotions and be in-tune with how you feel as well as think about the
information
8. I look forward to also learning from you in this on-line class; please feel free to email me, or
arrange for phone discussion if it is needed. I also will be happy to arrange a video conference on-
line, but have opted to keep this flexible in light of the fact of the varying schedules of all students.
Please realize that the reading is more intense as a 15 week class has become a six week class; I
have tried to use videos, music, podcasts to supplement the empirical articles and reduce the amount
of reading.

Week One: July 1: Intimate Partner Violence (IPV): Nature and consequences

Defining different types, describing co-occurrence of violent strategies and whether violence and love can
coop

RI Assignment due July 6th by 11:55 p.m.: Reflection and Application Journal Entry, Assignment 1:
Standards for Love: how do the forms of violence inform decisions about commitment?
Blog assignment:

Video: Crazy Love
http://www.youtube.com/watch?v=V1yW5IsnSjo

Rape victims and IPV in Sierra Leone: http://video.pbs.org/video/2283611608

We will listen to two songs that frame the debate about how much people should listen to their heart and
let “love” guide their decisions.
  • You give love a bad name: http://www.youtube.com/watch?v=KrZHPoEcOxQQ
  • Get it while you can: http://www.youtube.com/watch?v=ju9yFA1S7K8

Module 1: Nature and forms of IPV

violence. Violence Against Women, 12, 1003-1018.

Barnes, R. (2010). Suffering in a silent vacuum: Woman-to-woman partner abuse as a challenge
to lesbian feminist vision. Feminism & Psychology, 21(10), 233-239.

*** Borochowitz, D. Y. & Eisikovits, Z. (2002). To love violently: Strategies for reconciling love and
violence. Violence Against Women, 8, 476-494.

Battered pets and domestic violence: Animal abuse reported by women experiencing intimate violence


Module 2: Drug and Alcohol Correlates of Intimate Partner Violence?


**Week 2: Week of July 8:** Family Violence and Feminist Perspectives

Assignments: Required Readings denoted by ***; Dr. Stalans’ podcast on family violence theory; powerpoint and short podcast on feminist theory;

*** If I am Missing or Dead (Chapters 1-11)


Felson, R. B., & Lane, K. J. (2010). Does violence involving women and intimate partners have a special etiology? *Criminology, 48(1),* 321-338.

Men and Women Similar Risk of Victimization?


Movie: Domestic violence against men (The Miranda story): http://www.youtube.com/watch?v=YyGicpwAI-0

Rihanna – We fell in love http://www.youtube.com/watch?v=tg00YEETFzg&ob=av2e
Hypothetically – http://www.youtube.com/watch?v=RE46T7ruqV8
The Last to Say by Atmosphere
http://www.youtube.com/watch?v=9uEJi0x-49E&feature=youtu.be

**Module 3 Week 2: July 8:** Feminists’ Perspectives on IPV: Patriarchy, Gender Inequality,
Learning to be Female and Male: Gender socialization

Video Application: How do women and men differ in their expectations about the roles and entitlements of men and women in this community located in Kenya Africa? Do you think both women and men want to control each other or do women simply want independence? Although it may be tempting to argue that these women are radical feminists, please provide a more reflective analysis of how patriarchy, poverty, drinking, and gendered stereotypes contributed to women creating and wanting to maintain separate lives from their husbands or their children’s fathers? In this analysis, please explain whether IPV can be understood without gender, and explain the connections or lack of connections that can be made between the articles by Reed et al. (2010), Johnson (2011), Randle and Graham (2011), the other videos in relation to the video on Kenya.

Kenya where women rule:
http://vasc.alexanderstreet.com.flagship.luc.edu/view/1641399/play/true/


Dating violence: http://www.youtube.com/watch?v=F9Ctwk8R470

Debunking Myths of Feminism: http://www.youtube.com/watch?v=P2f-f9KZqB1

Gender socialization:

Pink – Stupid Girls
http://www.youtube.com/watch?feature=endscreen&NR=1&v=BR4yQFZK9YM

Beyonce – If I were a boy: http://www.youtube.com/watch?v=AWpsOqh8q0M&ob=av2e

**Week 3 Module 4 July 15th:** Why do battered persons stay or leave a relationship, and choose to reveal or keep the abuse a secret? Disclosure, Coping Strategies and Learned Hopefulness, Learned Helplessness,

Videos:

Battered and Broken: Victims of Domestic Violence

I love the way you lie by Eminem – Showing the Walker’s cycle of violence
http://www.youtube.com/watch?v=uelHwf8o7_U&feature=fvsr

Family portrait by Pink
http://www.youtube.com/watch?v=hSjIz8oQuko

***


***If I am Missing or Dead: Chapter 12-18

**Week 4 of July 22nd and Module 5:** Warning Signs of Severe Domestic Violence, Stalking, Orders of Protection


***If I am Missing or Dead (Chapter 19 til the end of the book

http://www.youtube.com/watch?v=DP_MuGJIAjA_Love_Control_Victoria

Stalking: Part 1 http://www.youtube.com/watch?v=P8Pe6GEUfZ0&feature=related
Stalking: Part 2 http://www.youtube.com/watch?v=Rw-X-HD_1V0&feature=related

**Week 5 and Module 6 July 28th:** -- Laws, Law Enforcement, Prosecution and Response in America


New Violence against women act Historic Protections:
http://www.democracynow.org/2013/3/8/new_violence_against_women_act_includes

Week 6 Module 7 August 5th Globalized efforts to address Intimate Partner Violence and Gendered Violence


CDC Breaking the Silence: Public health’s role in preventing and intervening in intimate partner violence http://www.youtube.com/watch?v=5y1WuieYXIw

War of Love -- http://vasc.alexanderstreet.com/view/1646861/play/true/
(Chinese marriage and violence)

United Nations Safe Cities Project
http://www.youtube.com/watch?feature=player_embedded&v=ko1syIYHqgI
Paper Assignments

Remember it is the quality of writing, rather than the quantity of writing that will determine your grade. The paper, however, in order to have appropriate content should be within the required length. Be sure that your papers are free of spelling and grammar errors. I have attached the Ten Commandments of Writings that I follow in my own writing, which I hope will help you. Papers with serious grammar or spelling errors will receive lower grades; seek help at the writing center if you need it and proofread your paper several times. Writing means rewriting.

Missing or Dead Application Paper

Read the book “If I am Missing or Dead”. Using the concepts learned in class and in the articles, provide a critical and thoughtful analysis of Janine’s and Amy’s lives. The paper should be organized using the headings below, and should be a maximum of 2000 words (references do not count). It should be free of grammar and spelling mistakes. For each issue, be sure to integrate and apply the appropriate readings and lecture notes. Paper is due July 28th at 11:55 pm. Be sure to answer the following questions:

Heading: Application of Feminist and Family Violence

- Is this true story more representative of the family violence theory, feminist theory, or does it have aspects of both theories?

Address the following topics:
- a) how the father acted toward the children and family, and what Janine and Amy learned about the similarities and differences between males and females during their childhood socialization, and discuss whether it is consistent with feminist theory’s arguments about gender socialization and expectations through integrating the relevant articles
- b) the types of IPV that Kurt uses against Janine (be sure to integrate the readings and the power and control wheel);
- c) would you label Janine’s victimization as “intimate terrorism or common couple’s violence” and how does this relate to the theories? Please explain your answer using the readings.
- d) the role of alcohol or drugs in contributing to IPV against Amy, and how this relates to the family violence or feminist theories.

Heading: Janine’s and Amy’s Learned Helplessness, Learned Hopefulness, and Fear

- To what extent do each of these women, Janine and Amy, act and make decisions regarding their intimate relationships based on learned helpfulness, learned helpfulness, or fear? Provide specific examples from the book that illustrate and support your answer, and be sure to integrate the readings and lectures and provide a complete analysis of these concepts.

Heading: Janine’s Coping Strategies and Stages of Victimization

- In what ways are Janine’s coping strategies to the abuse and violence (both physical and psychological) consistent and inconsistent with your readings?
- What decisions did Janine and Amy make about disclosure of the violence, and in what ways are these decisions consistent and inconsistent with the class readings?
**Heading: Warning Signs of Severe/Fatal Violence**

- Based on your class readings and class lectures, what warning signs of serious or fatal IPV are evident for Janine in her relationship with Kurt? What warning signs of serious or fatal IPV are evident for Amy in her relationship with Ron? Be complete and thorough in your application of the readings and assessment scales as it applies to both Janine’s and Amy’s relationships.

**Heading: Where the True Story Deviated from Facts/Findings of Empirical Research**

- What findings from your readings, which were not discussed in the above questions, were illustrated by this true story, and what are their implications for policy or interventions?
- Did the true story distort or not address important findings from your readings, and what are the implications of these findings for policy or interventions?

The grading criteria will be based on the following:

1. Each question must be answer in an accurate, logical, and rational way through applying class notes and readings to the true story. While there are some clearly incorrect answers, there also are multiple correct answers for many of the questions. It is the justification of your answer rather than the “simple answer” that will determine the grade. For example, for the question, “would you label Janine’s victimization as “intimate terrorism or common couple's violence”? You may select the correct answer, but fail to justify it through integrating the readings or providing specific examples from the “If I am Missing or Dead” book so points would be taken off.
2. I expect that the relevant readings are integrated with the relevant description of the true story to justify your answers. That is, apply the readings and class notes to answer each question.
3. APA citation should be used to cite the readings, and the page number should be given for information taken from the “Missing or Dead” book.

Resources:

Library databases: Criminal Justice Abstracts and PsychINFO

[http://www.stopvaw.org/Stop_Violence_Against_Women.html](http://www.stopvaw.org/Stop_Violence_Against_Women.html) (For Russia and Eastern European Countries)


Academic Dishonesty and Plagiarism

College of Arts and Sciences’ Policy on Plagiarism and Academic Dishonesty

The basic commitment of a university is to search for and to communicate the truth as it is honestly perceived. The university could not accomplish its purpose in the absence of this demanding standard. To the extent that this standard is respected, a genuine learning community can exist. Students of this university are called upon to know, to respect, and to practice this standard of personal honesty.

Plagiarism is a serious form of violation of this standard. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another without sufficient public acknowledgement and appropriate citation that the material is not one’s own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the source.

The faculty and administration of Loyola University Chicago wish to make it clear that the following acts are regarded as serious violations of personal honesty and the academic ideal that binds the university into a learning community:

Submitting as one’s own:

1. Material copied from a published source: print, internet, CD-ROM, audio, video, etc.
2. Another person’s unpublished work or examination material
3. Allowing another or paying another to write or research a paper for one’s own benefit
4. Purchasing, acquiring, and using for course credit a pre-written paper

The critical issue is to give proper recognition to other sources. To do so is both an act of personal, professional courtesy and of intellectual honesty.

Plagiarism on the part of a student in academic work or dishonest examination behavior will result minimally in the instructor assigning the grade of “F” for the assignment or examination. Academic cheating is another serious act that violates academic integrity. Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher; providing information to another student during the examination; obtaining information from another student or any other person during the examination; using any material or equipment during an examination without the consent of the instructor, or in a manner which is not authorized by the instructor; attempting to change answers after the examination has been submitted; and falsifying medical or other documents to petition for excused absences all are violations of the integrity and honesty standards of the examination process.

In addition, a student may not submit the same paper or other work for credit in two or more classes without prior permission of all instructors. A student who submits the same work for credit in two or more classes without permission of all instructors will be judged guilty of academic dishonesty and will be subject to sanctions described above. This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this rule.

All instances of academic dishonesty must be reported to the chairperson of the department involved, and to the Dean of the College of Arts and Sciences. The chairperson may constitute a hearing board to the
academic dean of the college in which they are registered. The decision of the dean is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean.

**Appendix B: Plagiarism**


Plagiarism is the dishonest act of presenting the words or thoughts of another writer as if they were your own. You commit plagiarism whenever you use a source *in any way* without indicating that you have used it. If you quote anything at all, even a phrase, you must put quotation marks around it or set it off from your text; if you summarize or paraphrase an author's words, you must clearly indicate where the summary or paraphrase begins and ends; if you use an author's idea, you must say that you are doing so. In every instance, you must also formally acknowledge the written source from which you took the material.

You may use a source without formal acknowledgement only when you refer to a specific phrase, statement, or passage that you have used and acknowledged earlier in the same paper. But when you use new material from a source already cited, you must make a new acknowledgement.

We have explained above how to use sources honestly, how to draw the line between what is your own and what you have taken from others. Now here are examples of various kinds of plagiarism. In each instance, the source is a passage from p. 102 of E.R. Dodds' *The Greeks and the Irrational* (Berkeley, 1951; rpt. Boston: Beacon, 1957). First, here is the original note, copied accurately from the book:

**Functions of Dreams: Fantasy**

"If the working world has certain advantages of solidity and continuity, its social opportunities are terribly restricted. In it we meet, as a rule, only the neighbors, whereas the dream world offers the chance of intercourse, however fugitive, with our distant friends, our dead, and our gods. For normal men it is the sole experience in which they escape the offensive and incomprehensible bondage of time and space."

*Dodds, Greeks, 102*

And here are five ways of plagiarizing this source:

1. **Word-for-word continuous copying without quotation marks or mention of the author's name:**

   Dreams help us satisfy another important psychic need -- our need to vary our social life. This need is regularly thwarted in our waking moments. If the waking world has certain advantages of solidity and continuity, its social opportunities are terribly restricted. In it we meet, as a rule, only the neighbors, whereas the dream world offers us the chance of intercourse, however fugitive, with our distant friends. We awaken from such encounters feeling refreshed, the dream having liberated us from the here and now....

2. **Copying many words and phrases without quotation marks or mention of the author's name:**

   Dreams help us satisfy another psychic need -- our need to vary our social life. In the waking world our social opportunities, for example, are terribly restricted. As a rule, we usually encounter only the neighbors. In the dream world, on the other hand, we have the chance of meeting our distant friends. For most of us it is the sole experience in which we
escape the bondage of time and space....

3. Copying an occasional key word or phrase without quotation marks or mention of the author's name:

Dreams help us satisfy another psychic need -- our need to vary our social life. During our waking hours our social opportunities are terribly restricted. We see only the people next door and our business associates. In contrast, whenever we dream, we can see our distant friends. Even though the encounter is brief, we awaken refreshed, having freed ourselves from the bondage of the here and now....

4. Paraphrasing without mention of the author's name:

Dreams help us satisfy another important psychic need -- our need to vary our social life. When awake, we are creatures of this time and this place. Those we meet are usually those we live near and work with. When dreaming, on the other hand, we can meet far off friends. We awaken refreshed by our flight from the here and now....

5. Taking the author's idea without acknowledging the source:

Dreams help us to satisfy another important psychic need -- the need for a change. They liberate us from the here and now, taking us out of the world we normally live in....

A final note: Ask your professor if there is anything about plagiarism you do not understand.
Appendix C

Ten Commandments of Clear Writing:

1. **Write in concise and clear sentences.** As Henry David Thoreau would say “simplify, simplify, simplify”. Avoid using empty fillers such as “a great body of research” or “It is important to”. The more concrete and detail the word choices the clearer the ideas will be. You do not have to use sophisticated words to sound smart. Whether your idea is creative and original will be detected regardless of the length of the words you use.

2. **Writing means rewriting.** Be sure to proofread your paper. Rewrite confusing sentences. Remove redundancies.

3. **Take risks.** Students have trouble writing because they think there is one perfect way to state an idea. This is dangerous thinking and may preclude writers from actually starting or finishing their papers. Write first in free form... not worrying about grammar or structure of sentences. Free form will allow you to write down your ideas. Once they are written they can be manipulated, changed, and improved. Free form is not a first draft and should not be given to someone to read.

4. **What did you mean to say?** Students may think grammar and spelling mistakes are not as important as the originality of the idea or the effort to synthesize the prior research. However, improper grammar and misspelled words create confusion and frustration for your audience. Edit your work and check for misspelled words and grammar mistakes. Do not rely only on grammar and spellchecker programs. Many grammar errors are missed. For example, many students in the Midwest use “where” when they should have used “were”. We were going to the store.

5. **Is the story told?** Also check the flow of your writing. can you write an outline of a story? Disorganized paragraphs and underdeveloped paragraphs are a reflection of disorganized and incomplete thought processes.

6. **Remember small bites increase clarity.** When sentences and paragraphs are too long, readers become confuse. Paragraphs should not be a page or longer, but no more than a half of a page. If it is longer than a half of a page, you probably have more than one idea in the paragraph. Each paragraph should contain one main idea. Avoid too short paragraphs. The main idea must be supported and developed. If sentences are longer than three lines, divide them into two sentences.

7. **Avoid Passive voice.** Sometimes it is difficult to write about a topic and topics such as violence are avoided by many researchers. This first sentence is written in passive voice. Here is Active voice, which identifies the actor: Some researchers find writing about certain topics, such as violence, difficult. See how clearer and more concise active voice is.

8. **Use I and we sparingly.** Do not overuse the personal pronouns. Unless you are providing an opinion, avoid the personal pronouns to summarize prior research.

9. **Avoid being overconfident.** Science is not exact. There are no absolute truths. Thus avoid terms such as: prove, proof, absolutely, certainly, truth, fact, always, invariably, never. Avoid making declarative statements that are not supported by the empirical research.

10. **Write in Plain Non-offensive original language.** Define any scientific term or concept for the reader. Assume you are writing the paper for a high school graduate working in the criminal justice system. Use gender neutral terms. When possible use plural pronouns to eliminate the necessity of using he/she. Avoid using quotes. You should be able to paraphrase an author’s idea or findings and cite the study.
Critical Analysis and Reflection Assignments

Module 1: Week 1: Assignment 1: Read the articles and powerpoint for this week. Then listen to two songs: Bon-Jovi's song "You Give Love a Bad Name" versus Janis Joplin's song "Get it while you can". These two songs highlight the tension between love and violence. (20 points)

- Which song do you agree with more: “You give love a bad name” or “get it while you can”, and how do these songs deal with physical and psychological abuse, if at all, in a relationship?
- Can you have true love in relationships characterized by emotional abuse, physical violence, and disrespect? Why or why not? How does alcohol and drugs contribute to the violence and how do you think it contributes to victims’ and perpetrators’ perceptions of love? In answering these questions, be sure to define love and consider your readings and the types of violent acts or patterns that would dissipate a victim's love and make others question whether the abusive perpetrator actually loved the victim. Also address whether there are patterns that may maintain a coexistence of love and violence.

Address these questions in a maximum 1000 word essay. You will be graded on: a) coherence and defense of your position, and how well you articulate reasons why violence and love can co-occur or violence and love cannot really co-occur; b) the clarity and conciseness of your writing; and c) integration of relevant points from your readings.

Module 2: Week 2: Assignment 2: Theories, Gender socialization, and Kenya Africa (20 points)

Video Application: How do women and men differ in their expectations about the roles and entitlements of men and women in this community located in Kenya Africa? Do you think both women and men want to control each other or do women simply want independence? Although it may be tempting to argue that these women are radical feminists, please provide a more reflective analysis of how patriarchy, poverty, drinking, and gendered stereotypes contributed to women creating and wanting to maintain separate lives from their husbands or their children’s fathers? In this analysis, please explain whether IPV can be understood without gender, and explain the connections or lack of connections that can be made between the articles by Reed et al. (2010), Johnson (2011), and Randle and Graham (2011), family violence theory, and this video.

Module 5 Week 4: Assignment 3 (20 points)

Roger and Cindy were married for 15 years. During that 15 years, psychological and physical violence was intermittent, averaging about once every two months. The violent episodes involved shoving, pushing, punching and choking. Roger in the past two years, due to increasing job demands, has been using amphetamines on a regular basis. He does not like Cindy to visit her family or friends or to talk on the phone, especially when he is at home. He has a hot temper and often yells, though he does not call her names. To make sure she isn't running around while he is away, he keeps track of the mileage on the car and has his two children, ages 8 and 10, inform him if mommy goes out with anyone or someone comes over. Cindy, who is an immigrant from Poland, is depressed. She has recently left Roger and is living with her sister, but she did not go back to the court to obtain a permanent order of protection after Roger punched holes in the wall, and destroyed her family picture albums. Roger no longer shows any remorse when he hits her or threatens her; he thinks she deserves it. Roger often is charming to everyone
else, though he occasionally gets in a fight if someone provokes him. Roger's temper comes from his difficult childhood where he witnessed domestic violence between his parents. Roger and Cindy both dropped out of high school; in addition to Roger's two children, Cindy has a 13 daughter from a previous relationship. Roger has said on several occasions that he is very depressed. When Cindy left, he threatened to kill himself if she did not return. He loves his children very much, but has hit Cindy in front of them.

In this scenario, please identify the characteristics that place Roger at high risk of committing severe or fatal violence. For each risk factor you identify please cite the empirical research articles or hand-outs that support it as a risk factor. Please also analyze this scenario based on Lenore Walker’s Cycle of Violence, and the type of intimate partner violence identified by Johnson. You may use bullet points for the risk factors and citations.

Module 7 Week 6: Assignment 4: Create a Prevention Strategy for Intimate Partner Violence (25 points)

Identify and research a prevention strategy being used to prevent IPV or dating violence, and analyze it through the theoretical lens of family violence and feminist theories. Please add components to it to make it more comprehensive based on the concepts that you learned. Please integrate 5 empirical findings from 5 separate empirical class readings, and indicate which components derive from family violence theory and which components derive from feminist theory. The essay should be a maximum of 1300 words (reference page should be attached and does not count as part of the 1300 words). Explain the barriers to implementing your prevention strategies in countries that are patriarchal, and provide examples of such countries from your reading for this week on Women’s Progress.