Course Title:
Violence Against Women and Children

Course Number:
HR 5743-490

Course Description:
This course will provide an overview of contemporary issues in the struggle to end violence against women and children. A specific focus of the course will be to discuss prevention and intervention research and efforts to address specific issues such as: sexual violence, interpersonal violence, legal and criminal justice issues, batterer’s treatment programs, youth violence, and dating violence. We will also address the bio-psycho-social needs of battered and victims, education, safety planning, and danger assessment. Types of interpersonal violence to be discussed will include: physical, sexual, emotional, verbal, economic, using children as weapons, LGBT, persons with disabilities, older women and women who are recent immigrants.

Course Dates:
January 2 – April 30, 2013
Last day to enroll or drop without penalty: December 4, 2012

Site Director:
This is a three-credit hour online course. Please see your local Site Director or e-mail our online site coordinator at aponline@ou.edu

Professor Contact Information:

Course Professor: Shannon Bert, Ph.D.
Mailing Address: Department of Human Relations
601 Elm Ave
PHSC 706
Norman, OK 73019
Telephone Number: (405) 325-1766
Fax Number: (405) 325-4402
E-mail Address: Bert@ou.edu
Virtual Office Hours: Monday and Wednesdays 9 – 12 PM CST

Textbook(s) and Instructional Materials:
Student materials are available at the Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-1557 (outside the U.S.). (Text prices are available online.)


5. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at [http://learn.ou.edu](http://learn.ou.edu); enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.

You can find an excellent resource on APA style and general academic writing at Purdue University’s Owl website located at: [http://owl.english.purdue.edu/owl/resource/560/01](http://owl.english.purdue.edu/owl/resource/560/01)

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

**OU E-Mail:**

All official correspondence from distance learning instructors will be sent only to students’ ou.edu address.

**Online Learning Resource Center:**

The Online Learning Resource Center of the University of Oklahoma’s College of Arts and Sciences Online Program is here to serve you and assist you with any questions, problems, or concerns you may have. For assistance go to [http://casweb.ou.edu/olr/](http://casweb.ou.edu/olr/) or contact us by telephone at: (405) 325-5854 or Email: casonline@ou.edu

**Course Objectives:**

- To demonstrate a historical perspective of how violence has been perpetuated against women and children into epidemic proportions in the US.
- To obtain a general understanding of the legal system as it pertains to cases involving violence against women and children.
- To demonstrate an understanding of the impact of domestic violence on children and ways to assist them in overcoming the violence they have witnessed or been a part of.
- To demonstrate an understanding of the “cycle of violence” and how it evolves.
- To demonstrate an understanding of the impact of violence against women and children at the societal level.
- To develop a safety plan that addresses a woman’s unique risk factors, strengths, and respects their individual choices and values.

**Course Outline:**

Over the course of the semester you will be expected to complete all assigned reading in a timely fashion. You will additionally be expected to participate in weekly class discussions using the discussion forum on D2L, and you will complete a reflection paper, a midterm paper, and a final paper.

1. Learning from reading: Each student is expected to keep up with the assigned reading from the texts as well what is posted on D2L for that particular week or module.
2. Learning from one another: Each student is expected to actively participate in assigned discussion posts and respect other students’ cultures, interests, backgrounds, and ideas.
3. Learning from writing: Each student is expected to write as an integral part of this online course. There will be both formal and informal writing assignments and written responses. D2L discussion posts will comprise the informal writing assignments and responses.
Assignments, Grading and Due Dates:

Checking D2L:

Regular updates and relevant information regarding the course will be posted to the “headlines” page on D2L (that is the main page you access when you first log on). This will include module-specific information and updates. In order that you ensure that you do not miss any new information of relevance to the course, you will be responsible for checking the “headlines” page at least once each week.

All course content and materials will be accessed via the D2L site under the “content” tab. Please also see the “link” page for websites that may be of interest to you and that are relevant to the course. Required readings, discussion posts, assignments, and grading rubrics will be organized on D2L under the weekly modules. There will be a separate module for each of the sixteen weeks of the course. Finally, all assignments are due in the relevant “dropbox.” Please note that all deadlines for discussion posts and assignments are 5PM CST.

Discussion Posts:

In lieu of meeting to discuss required readings, weekly essay-style discussion assignments will be provided on the D2L “discussion” tab. I will review discussion posts as students complete them, and sometimes post replies. The following week, students will be required to reply to two of their classmates essay posts from the previous week. Replies should be a respectful and insightful response. Therefore, students will have to complete their own essay and two replies to posts from the previous week in order to receive full participation credit. Students will receive a 0 for any unmade postings, and all late postings will be subject to a 50% grade reduction. At the end of the semester, your two lowest discussion posts grades will be dropped.

Writing Assignments:

Students will be required to complete a total of three writing assignments over the course of the semester (i.e., reaction, midterm, and final paper). Each assignment will receive a grade out of 100. Late papers will receive an automatic 10-point deduction for each day the paper is late. Specific instruction, grading rubrics, and deadlines for completing these assignments will be provided in the “content” tab of D2L. Assignments should conform to conventional formatting instruction, and should follow correct APA formatting guidelines. Sources used to support statements should be cited appropriately.
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<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNED READING</th>
<th>ASSIGNMENT</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>January 2nd</td>
<td>Course Overview and getting to know one another</td>
<td>N/A</td>
<td>Course Begins – Familiarize yourself with the D2L site for the course and Introduction Posts</td>
<td>N/A</td>
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<td>Week 1</td>
<td>History of Violence Against Women and Children; Violence Against Women Act; The Language of Sexism</td>
<td>Borkowski &amp; Weaver: Chapter 1; Thomas: Introduction and Chapter 1</td>
<td>Discussion Post #1</td>
<td>Friday, January 11th by 5:00 PM CST</td>
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<td>Jan 7 – 11th</td>
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<td>Week 2</td>
<td>Crises Stage; Rape Myths, Cycle of Violence, Lesbian, gay, bisexual, transgender Power and Control Wheel; Legal Systems and Protective Orders; Advocacy</td>
<td>Borkowski &amp; Weaver: Chapter 8; Quindlin: Chapters 1 and 2</td>
<td>Discussion Post #2 and Respond to 2 Classmates Posts from Jan. 11th</td>
<td>Friday, January 18th by 5:00 PM CST</td>
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<td>Jan. 14th – 18th</td>
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<td>Week 3</td>
<td>Safety Planning; Danger Assessment; Crises Intervention</td>
<td>Quindlin: Chapters 3 and 8; Thomas: Chapter 2</td>
<td>Discussion Post #3 and Respond to 2 Classmates Posts from Jan. 18th</td>
<td>Friday, January 25th by 5:00 PM CST</td>
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<td>Jan. 21st – 25th</td>
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<td>Week 4</td>
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<td>N/A</td>
<td>Reaction Paper</td>
<td>Friday, February 1st by 5:00 PM CST</td>
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<td>Jan 29th – Feb. 1st</td>
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<td>Week 5</td>
<td>Children and Domestic Violence; Teen Power and Control Wheel; Safety Plan for Kids</td>
<td>Borkowski &amp; Weaver: Chapter 4; Bancroft: Chapter 2 and 3</td>
<td>Discussion Post #4 and Respond to 2 Classmates Posts from Jan. 25th</td>
<td>Friday, February 8th by 5:00 PM CST</td>
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<td>Feb. 4th – 8th</td>
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<td>Week 6</td>
<td>The Batterer as Parent</td>
<td>Borkowski &amp; Weaver: Chapter 9; Bancroft: Chapter 6</td>
<td>Discussion Post #5 and Respond to 2 Classmates Posts from Feb 8th</td>
<td>Friday, February 15th by 5:00 PM CST</td>
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<td>Feb. 11th – 15th</td>
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<td>Week 7</td>
<td>Batterer Intervention Programs; Abusers and Substance Abuse; Evidence Based Prosecution</td>
<td>Quindlin: Chapters 6 and 14; Bancroft: Chapters 5 and 8</td>
<td>Discussion Post #6 and Respond to 2 Classmates Posts from Feb. 15th</td>
<td>Friday, February 22nd by 5:00 PM CST</td>
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<td>Week 8</td>
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<td>N/A</td>
<td>Midterm Paper</td>
<td>Friday, March 1st by 5:00 PM CST</td>
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<td>Feb. 25th – March 1st</td>
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<td>Week 9</td>
<td>Victims Perspective; Shelters; Health Problems</td>
<td>Quindlin: Chapters 13 and 17</td>
<td>Discussion Post #7 and Respond to 2 Classmates Posts from Feb. 22nd</td>
<td>Friday, March 8th by 5:00 PM CST</td>
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<td>March 4th – 8th</td>
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<td>Week 10</td>
<td>The Faith Perspective; Education; Taking a Stand; Providing Safety</td>
<td>Bancroft: Chapter 9; Thomas: Chapter 3 - 6</td>
<td>Discussion Post #8 and Respond to 2 Classmates Posts from March 8th</td>
<td>Friday, March 15th by 5:00 PM CST</td>
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<td>March 11th – 15th</td>
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<td>Week 11</td>
<td>SPRING BREAK</td>
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<td>March 18th – 22nd</td>
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<td>Week 12</td>
<td>Sexual Assault; SANE Program; Culture of Violence; Pornography</td>
<td>Quindlin: Chapters 7 and 12; Thomas: Chapters 7 - 9</td>
<td>Discussion Post #9 and Respond to 2 Classmates Posts from March 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Friday, March 29&lt;sup&gt;th&lt;/sup&gt; by 5:00 PM CST</td>
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<td>March 25&lt;sup&gt;th&lt;/sup&gt; – 29&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Week 13</td>
<td>Human Trafficking; Prostitution; Genital Mutilation</td>
<td>Quindlin: Chapters 23 and 24; Thomas: Chapters 10, 11, and 12</td>
<td>Discussion Post #10 and Respond to 2 Classmates Posts from March 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Friday, April 5&lt;sup&gt;th&lt;/sup&gt; by 5:00 PM CST</td>
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<td>April 1&lt;sup&gt;st&lt;/sup&gt; – 5&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Week 14</td>
<td>Post-Traumatic Stress Disorder; Stockholm Syndrome</td>
<td>Thomas: Chapters 13, 14, and 15</td>
<td>Discussion Post #11 and Respond to 2 Classmates Posts from April 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Friday, April 12&lt;sup&gt;th&lt;/sup&gt; by 5:00 PM CST</td>
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<td>Week 15</td>
<td>Emerging Issues: Domestic Violence and Welfare to Work Barriers; Men Against Violence Programs</td>
<td>Quindlin: Chapter 22; Thomas: Chapters 16, 17, and 18</td>
<td>Discussion Post #12 and Respond to 2 Classmates Posts from April 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Friday, April 19&lt;sup&gt;th&lt;/sup&gt; by 5:00 PM CST</td>
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<td>April 15&lt;sup&gt;th&lt;/sup&gt; – 19&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Week 16</td>
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<td>N/A</td>
<td>Final Paper</td>
<td>Friday, April 26&lt;sup&gt;th&lt;/sup&gt; by 5:00 PM CST</td>
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<td>April 22&lt;sup&gt;nd&lt;/sup&gt; – 26&lt;sup&gt;th&lt;/sup&gt;</td>
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Grading: This is a letter-graded course: A, B, C, D, or F.

NOTICE: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.
Attendance Policy:
In addition to interaction via Desire2Learn and E-mail contact, students are required to contact the instructor via E-mail or telephone BEFORE the beginning of the course term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

Student assignments and student/instructor communications will be conducted via Desire2Learn, although students may contact the instructor via telephone, postal mail, e-mail, or fax as needed.

Incomplete Grade Policy:
A grade of “I” is not automatically assigned, but rather must be requested by the student by submitting to the instructor a “Petition for and Work to Remove an Incompleted Grade” form. An “I” can never be used in lieu of an “F” nor can an “I” be assigned because of excessive failure to participate in class activities.

Technical Support Information:
If you experience technical problems, contact Information Technology by visiting their website at: http://webapps.ou.edu/it/ or contacting them by telephone at: (405) 325-HELP (4357).

Procedures for Completion of Course Evaluation:
Upon completion of the course students should go to the Advanced Programs Distance Learning webpage and click on the applicable semester link under “Course Evaluations” which will direct them to the evaluation. The evaluation will take approximately five minutes to complete. Completion of the online evaluation is an important tool allowing Advanced Programs to gain information and student feedback for improvement of courses.

Your responses will be kept confidential. They will be reviewed by the department and only supplied to the professor once grades for the course have been submitted.

Important information you should know about online courses:
- To sign on to Desire2Learn (D2L), log in using your 4+4 and your OU network password (note that this is the same 4+4 and password that you use to access your OU email). Once you are logged in, please look for “My Courses,” locate your course and click on it. Remember to check your course site on D2L every day.
- Students enrolled in online courses may be required to take the CAS student orientation in Desire 2 Learn. To take the orientation, sign-on to D2L and then click on “Self Registration” at the top left corner of the page. Information about and instructions for the orientation can be found at http://casweb.ou.edu/olr/public/students/orientation.htm
- Course Materials are available at Follett/AP Bookstore. On this syllabus you will find a link to the Follett Bookstore.
- If you need to drop or withdraw from a course, please contact your Site Director. You can drop a course without a penalty up to the add/drop date. You can drop a course after the add/drop date through the first day of class with a penalty. There will be a 25% penalty if you drop 16-29 days before the start of class, 50% penalty if you drop between 15 days before and the start of the class, or 100% penalty if you drop on the first day of class or later.
- After the class has started, you can only withdraw from the course with the professor’s permission; you will not receive a refund for your tuition. You can only drop without a penalty after the add/drop date by providing proper documentation and receiving approval from the Advanced Programs Theater Director. Provide this documentation to your Site Director.
POLICIES AND NOTICES

Attendance/Grade Policy

Note: Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy.

Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found at http://www.ou.edu/provost/integrity

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course.

Copyright

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA

Shannon S.C. Bert, Ph.D.

Education

• 2001  BA in Psychology, University of Oklahoma
• 2004  MA in Developmental Psychology, University of Notre Dame
• 2006  Ph.D. in Developmental Psychology, University of Notre Dame

Current Positions

• 2012 – Present  Associate Professor, Department of Human Relations, University of Oklahoma, Norman, OK.
• 2007 – 2012  Assistant Professor, Department of Human Relations, University of Oklahoma, Norman, OK.
• 2008 – Present  Graduate Program Instructor, Advanced Programs – Department of Human Relations, University of Oklahoma, Norman, OK.
• 2008 – Present  Adjunct Associate Professor, Women’s and Gender Studies Program, University of Oklahoma, Norman, OK.

Frequently Taught Advanced Programs Courses

• HR 5403  Psycho-Social Development
• HR 5743  Violence Against Women and Children
• HR 5013  Current Problems in Human Relations
• HR 5970  Special Topics: Prevention of Critical Social Issues

Major Areas of Teaching and Research Interest

• Developmental Theory
• Applied Research Methods and Advanced Research Methods
• Research for Human Relations
• Protective Factors and Resilience
• Biracial/Multiracial Identity Development
• Prevention and Intervention Programs for Disadvantaged Populations
• Emergent Adulthood
• Current Problems
• Violence Against Women and Children
• Women, Work, and the Family

Representative Publications and Presentations

Refereed Publications


Book Publications


Chapter Publications


Presentations


• Carothers, S.S. (2004, August). Social support as a coping resource for at-risk children exposed to negative life events. Poster session presented at the meeting of the American Psychological Association, Honolulu, HI.


Symposia Presentations


Representative Major Professional Affiliations

• American Psychological Association
• Society for Research in Child Development
• Society for Research on Adolescents

Representative Honors and Awards Received

• Received University of Notre Dame KANEB Teaching Certificate
• Listed in Cambridge Who’s Who Among Executive and Professional Women Psychologists
• Received University of Oklahoma New Faculty Seminar Certificate for “High Attendance”
• Received University of Oklahoma, Research Council Junior Faculty Award in 2008
• Received University of Oklahoma, College of Arts and Sciences Junior Faculty Award in 2009 and 2010
• Selected to participate as a protégé in the University of Oklahoma, Office of the Vice President of Research, Excellence in Proposals Pilot Project.