

CJ 3500
INTERPERSONAL VIOLENCE

TEXTBOOKS: **Within Our Reach: Preventing Abuse Across the Lifespan**
 Ateah, Christine A. and Janet Mirwaldt (eds)
 Reclaiming Self: Issue & Resources for Women Abused by
 Intimate Partners Tutty, Leslie M. and Carolyn Goard (eds)
 Pieces of a Puzzle: Perspectives on Child Sexual Abuse
 Hiebert-Murphy and Linda Burnside (eds)

A Child Called It, David Peltzer
WebCT Readings

COURSE DESCRIPTION:

The primary objective of this course will be to examine the nature and extent of various manifestations of interpersonal violence. Specific types of interpersonal violence covered will include child abuse and neglect, child sexual violence, spousal abuse, elder abuse, date rape and other forms of intimate sexual and physical violence. The course includes a comprehensive examination of theoretical perspectives regarding the nature and origins of interpersonal violence as well as a critical examination of the effectiveness of the mental health, child welfare, and criminal justice systems approach to interpersonal violence prevention, intervention, and policy.

COURSE EVALUATION:

Final grades will be determined on the basis of the following evaluations:

Test 1	30%
Research Paper	35%
Final Exam	35%

Tests are *not* cumulative and will consist of multiple choice, short answer, and short essay questions. Students will be responsible for both lecture material and all assigned readings. Students are expected to attend class and are expected to complete the assigned readings prior to class so that any problems, questions or concerns can be addressed in class and to facilitate class discussion. Information on the term paper will be distributed separately.

The following policies regarding grading are in effect:

- 1) Under no circumstances will early tests be given.
- 2) Make-up tests will be allowed only if there is a legitimate reason (i.e illness) for your absence. In the case of illness, a doctor's note is required. **Students must notify the instructor within a week of the missed test if they wish to write a make-up test. Failure to do so will result in a grade of F.**
- 3) A grader/marker may be used to assist in marking a portion of tests and written

assignments.

GRADE DISTRIBUTION;

The following letter/percentage scale will be used for each of the tests.

GRADE DISTRIBUTION

A+ = 90-100%	B+ = 75-79%	C = 60-64%
A = 84-89%	B = 70-74%	D = 50-59%
A- = 80-83%	C+ = 65-69%	F = 0-49%

ACADEMIC DISHONESTY:

Students should acquaint themselves with the University’s policy regarding **academic ethics** (i.e. cheating). It is outlined in The University of Winnipeg Course Calendar under the heading; Regulations and Policies.

<http://www.uwinnipeg.ca/index/calendar-calendar>

WITHDRAWAL DATE:

The final date to withdraw from the course without academic penalty can be found online. <http://www.uwinnipeg.ca/index/services-withdrawal-schedules>

SERVICES FOR STUDENTS WITH DISABILITIES:

Students with documented disabilities requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (e.g., access to volunteer note-takers) are encouraged to contact the Coordinator of Disability Services (DS) at 786-9771 to discuss appropriate options. Specific information about DS is available on-line at <http://www.uwinnipeg.ca/index/services-disability>. All information about the disability is confidential.

**INTERPERSONAL VIOLENCE CJ 3500
COURSE OUTLINE AND REQUIRED READINGS**

Please note this is a tentative schedule and may be modified throughout the term. Students will be advised of any changes in class.

Week One: **Introduction to Interpersonal Violence**
Readings Ateah & Mirwaldt Introduction
 Hiebert-Murphy & Burnside Introduction

Week Two: **Interpersonal Violence Rates, Trends, Measurement**
Readings A Child Called It – D.Peltzer
 Webct: Family Violence in Canada:A Statistical Profile: Section 3

- Week Three:** Matthew's Story: Executive Summary of the Gove Inquiry
Readings: **Child Abuse and Neglect**
Peltzer continued
Ateah & Mirwaldt Chapters 1
- Week Four:** **Child Sexual Abuse**
Readings: Hiebert-Murphy & Burnside Chapters 2,4
Webct -"How the Criminal Justice System Responds to Sexual Assault Survivors: The Slippage between "Responsibilization" and "Blaming the Victim" ."
- Week Five:** **Prevention, Treatment and Intervention of Child Abuse**
Readings: Hiebert-Murphy & Burnside Chapters 1,3,5
Ateah & Mirwaldt Chapters 3
Tutty & Goard Chapter 4
- Week Six:** **Guest Speaker**
- Week Seven:** **Midterm Test**
- Week Eight:** **Spousal Assault**
Readings: Tutty & Goard Chapter 1
Webct: Family Violence in Canada: A Statistical Profile Sections 2 & 5
Understanding Theories & Their Links to Intervention Strategies
- Week Nine:** **Spousal Homicide**
Readings: Tutty & Goard Chapter 2 & 3
Webct "Femicide in Saskatchewan"*Deb Farden*
"Do We Need to Syndromize Women's Experience: The Limitatons of the "Battered Woman Syndrome"
- Week Ten:** **Stalking –Criminal Harassment**
Readings: Family Violence in Canada: A Statistical Profile Chapter 2
Webct "Criminalizing Harassment and the Transformative Potential of Law".
- Week Eleven:** **Date & Acquaintance Rape**
Readings: Ateah & Mirwaldt Chapter 4
Webct: "Intergenerational Transmission and Dating Violence Victimization: Evidence from a Sample of Female University Students in Manitoba".
"Girlfriend Abuse as a Form of Masculinity Construction".
- Week Twelve:** **Interpersonal Violence against Vulnerable Groups**
Readings: Ateah & Mirwaldt Chapter 6

Webct : "Overpoliced and Underprotected: A Question of Justice for Aboriginal Women".
"Male Partner Violence Against Aboriginal Women in Canada: An Empirical Analysis".

Week Thirteen:
Readings

Future Directions: Policy & Change

Tutty & Goard Chapter 7

Webct "Justice From the Victim's Perspective"

Final Exam