

School of Justice & Social Inquiry
JUS 329 DOMESTIC VIOLENCE:
MYTHS, REALITIES & SOCIAL CHANGE
Spring 2007

Prof. Madelaine Adelman
211 Wilson Hall
Tel. 480/965-4886

Class:
Office Hours:
E-mail:

Mondays 5:40-8:30pm
Mondays 1:00-2:30pm
mad@asu.edu

COURSE OVERVIEW

The course aims to challenge your assumptions about domestic violence and help you build a critical and interdisciplinary understanding of this common yet complex social phenomenon. We will consider how racism, sexism, heterosexism and social class construct the myths and realities of domestic violence. We will review what researchers, activists, victims/survivors and batterers, and the public know (and do not know) about domestic violence. We will also ask how the battered women's movement is reflected (or not) in the current regulation of domestic violence.

Throughout the course you will be asked to question assumptions & develop accurate knowledge about domestic violence; enhance your understanding of domestic violence vocabulary & key concepts; situate the dynamics of domestic violence within larger social contexts & historicize contemporary activism against domestic violence; and identify local and national domestic violence resources and social change jobs. You will also be asked to learn to live with ambiguity rather than oversimplification when addressing complex social questions; be open-minded and skeptically critical; develop creative and critical thought & recognize, construct, and assess arguments through sustained inquiry; and, integrate relevant personal experience with course content. These learning processes & goals are reflected, in part, by the ASU's College of Liberal Arts and Sciences' list of skills deemed necessary for you to acquire in your college career. I have placed a mark next to those skills we will emphasize.

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| √ oral communication | √ flexibility and adaptability |
| √ written communication | √ ability to meet multiple goals on deadline |
| √ analytical and critical thinking | knowledge of statistics |
| √ multi-cultural and diversity awareness | computer literacy |
| knowledge of a second language | √ interpersonal skills |
| √ organization skills | global perspective |
| √ research skills | |

COURSE MATERIALS

The required Course Reader is available for purchase at the Alternative Copy Shop, 715 S. Forest Avenue, Tempe, AZ 85281 (behind Chuck Box), 480/829-7992.

Please note: Material is to be prepared for the class day on which it is assigned. Not everything contained in the readings will be discussed explicitly in class; class discussions will include materials not covered in readings. Students are responsible for both.

**JUS 329 Domestic Violence
Spring 2007
COURSE SCHEDULE**

Date	Topic	Readings/Activities
January 22	Introducing domestic violence	Readings 2 & 3
January 29	Contextualizing domestic violence	Readings 4, 5, 6 & 7 Response essay #1 Quiz #1
February 5	Representing domestic violence	Readings 8, 19 & 20 Response essay #2 Quiz #2
February 12	Experiencing domestic violence	Readings 1, 9, 10, 11, 12 & 13 Response essay #3 Quiz #3
February 19	Explaining domestic violence	Readings 14, 15 & 18 Response essay #4 Quiz #4
February 26		TBA
March 5		TEST 1
March 12		Spring Break!
March 19	Mobilizing criminal law	Reading 22 Response essay #5 Quiz #5
March 26	Mobilizing civil law	Reading 21 Response essay #6 Quiz #6
April 2 Passover	Mobilizing Family law	Reading 23 Response essay #7 Quiz #7
April 9	Organizing against domestic violence	Readings 24, 25 & 26 Response essay #8 Quiz #8
April 16		TBA
April 23	Creating change	Assignment: Social change projects
April 30		TEST 2

Final exam period is Monday, May 7 5:40-8:30pm

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Course Reader

- 1 Arizona Coalition Against Domestic Violence. 2007. *Fourth Annual Stop Violence Against Women Day: "Love Shouldn't Hurt."* Guest speaker: Denise Brown. CR1
- 2 *Who to call if you need help.* CR3-9
- 3 Stephanie Coontz. July 5, 2006. The heterosexual revolution. *New York Times*, p. A17. CR11
- 4 Amy Bloom. October 2002. Why can't a woman be more like a man? And vice versa? *Oprah Magazine*, pp. 113-115. CR13-15
- 5 Gender Public Advocacy Coalition. *50 under 30: Masculinity and the war on America's youth.* www.gpac.org/50under30 CR17
- 6 Kristin Ohlson. October 2002. Violence-free end zone. *Oprah Magazine*, pp. 269-271, 285-287. CR 19-24
- 7 California Department of Health Services. 2005. Public education campaign. www.MyStrength.org CR26-30
- 8 Lily Devilliers. Fall 2003. Insult to injury: How pop psychology hijacked the domestic-violence discourse. *Bitch Magazine*, 22, pp. 42-47, 92-3. CR32-39
- 9 Ann Goetting. 1999. "Jessica." In *Getting out: Life stories of women who left abusive men*. NY: Columbia University Press. Pp. 73-86. CR41-48
- 10 Patrick Moore. December 5, 2006. Demanding healthy love. *Advocate Magazine*, 48-50. CR50-52
- 11 Maricopa Association of Governments. *Why there's not a minute to lose.* <http://www.mag.maricopa.gov/pdf/cms.resource/DV-stat-sheet44551.pdf> CR54
- 12 Family Violence Prevention Fund. *The facts on teenagers and intimate partner violence.* www.endabuse.org CR55-58
http://www.mag.maricopa.gov/pdf/cms.resource/FVPF-FAQ_Sheet65384.pdf
- 13 MAG Regional Domestic Violence Council. Web of Friends.

Public education campaign. <http://www.weboffriends.org/> CR59

Dater's bill of rights CR60
http://www.mag.maricopa.gov/pdf/cms.resource/Dating_Bill_of_Right47526.pdf

Teen power and control & Equality wheels. www.ncdsv.org CR61-62

http://www.mag.maricopa.gov/pdf/cms.resource/Teen_PC_Wheel41700.pdf
http://www.mag.maricopa.gov/pdf/cms.resource/Teen_Equality_Wheel30609.pdf

A teen's safety plan. CR63-64.
http://www.mag.maricopa.gov/pdf/cms.resource/Teen_Safety_Plan16072.pdf
- 14 Wingspan Anti-Violence Program. *Frequently asked questions about domestic violence.* http://www.wingspan.org/content/WAVP_faq.php CR66-71
- 15 Lundy Bancroft. 2002. "The abusive man in everyday life." In *Why does he do that?* NY: Berkley Books. Pp. 136-170. CR73-90
- 16 Olivia Salcido and Madelaine Adelman. 2004. "He has me tied with the blessed and damned papers": Undocumented-immigrant battered women in Phoenix, Arizona. *Human Organization* 63(2)162-172. CR92-102

- 17 Amnesty International. 2006. *Belarus: Domestic violence: More than a private scandal*.
www.amnesty.org/library/print/ENGEUR490142006 CR104-121
- 18 Behavior Research Center, Inc. May 2005. *Domestic violence survey*. Phoenix: Morrison
Institute for Public Policy & MAG. CR123-139
- 19 Violence Policy Center. September 2006. *When men murder women: An analysis of 2004
homicide data*. Washington DC: VPC. CR141-155 <http://vpc.org/studies/wmmw2006.pdf>
- 20 Lynne Norris. 2004. *Lethality Assessment*. Phoenix: Arizona Coalition Against Domestic
Violence. CR157
- 21 James Ptacek. 1999. "Judging as emotional labor" and "Women's experiences seeking
restraining orders." In *Battered women in the courtroom: The power of judicial responses*.
Boston: Northeastern University Press. Pp. 92-111, 136-167. CR159-185
- 22 Richard Toon and Bill Hart. December 2005. *Layers of meaning: Domestic violence and law
enforcement attitudes in Arizona*. Phoenix: Morrison Institute for Public Policy. CR187-206
- 23 Carrie Cuthbert, et al. Fall 2003. Battered mothers vs. US family courts. *Human Rights
Dialogue*, p. 12-13. CR208-9
- 24 Mike Jackson and David Garvin. n.d. *Coordinated community action model &
Empowerment/Advocacy*. Ann Arbor: Domestic Violence Institute of Michigan. CR211-2
- 25 MAG. September 2004. *MAG Regional domestic violence plan 5-year report card (1999-
2004)*. Phoenix: MAG. CR213-224
- 26 Barbara Hart and Jane Stuehling. 1992. *Personalized safety plan*. Pennsylvania Coalition
Against Domestic Violence. CR226-232
- 27 Marge Piercy. 1982. To be of use. & Sonya Vetra Tinsley. n.d. You have to pick your team. In
The impossible will take a little while, Paul Rogat Loeb, ed. NY: Basic Books. Pp. 174, 346-7.
CR234-5
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Course Expectations

1. Students are expected to come to class prepared to actively participate. This means reading and reflecting on the materials assigned for that day prior to class time. It also means connecting ideas and concepts raised in this class (and in other classes) to life outside the classroom.
2. Productive class discussions take place within a context of academic inquiry that values the integration of theory and experience. Regardless of your learning style or comfort level, please monitor the quantity and quality of your contribution to our discussions. If you find yourself taking up too much "talking space," step back. If you find yourself not taking up much "talking space," step up. Students who disrupt class will be asked to leave. Leave any device that makes noise in the "power off" position.
3. If you qualify for assistance from Disability Resources for Students (965-1234), contact me during the first week of class so that you may be accommodated.
4. Proofread your work for grammar, spelling, and general writing mechanics. Seek assistance from resources such as:

Justice Studies Writing Mentorship Program
480-965-8995 or writing@asu.edu

ASU Writing Center
<http://uc.asu.edu/writing/handouts.html>

ASU Library Bibliographic Management Software
www.asu.edu/lib/refworks

5. Assignments are due at the beginning of class on the due date listed. For peace of mind keep a copy of all work. Late papers, extensions, or "make-ups" will not be accepted or approved without suitable documentation; the meaning of "suitable documentation" will be determined by me in consultation with the appropriate academic advisor or dean. Assignments submitted late may be penalized per day.
6. Grades are *not* negotiable. If you wish to appeal a grade, submit a *written* request explaining your rationale, along with the original graded assignment, within *one week* of receiving the grade. In writing your request for review, address all comments given on the assignment and explain your reasons for requesting a change in your grade.
7. Students are obligated to familiarize themselves with and conform to University policies such as:

Academic Integrity Policy
http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm
Barbara Colby, Director of Academic Affairs, CLAS, 965-8260 or barbara.colby@asu.edu

Student Conduct Policy <http://www.asu.edu/studentaffairs/studentlife/judicial/>

Computer, Internet and Electronic Communications Policy
<http://www.asu.edu/aad/manuals/acd/acd125.html>.

Course Assignments & Grades

A.	RESPONSE ESSAYS	Seven out of possible eight @ 10 pts per	70 points
B.	QUIZZES	Seven out of possible eight @ 10 pts per	70 points
	1.	January 29	
	2.	February 5	
	3.	February 12	
	4.	February 19	
	5.	March 19	
	6.	March 26	
	7.	April 2	
	8.	April 9	
C.	Tests		
	March 5	Test 1	100 points
	April 30	Test 2	100 points
D.	Social change project		
	April 23	Written proposal	40 points
	April 23	Presentation	60 points
	Total:	_____	440 points

Grades determined according to framework below – what exactly constitutes an “A” or “B,” etc... may vary.

90-100% A: Outstanding. Excellent.

Thorough knowledge of concepts and frameworks and exceptional skill in the application and articulation of those concepts and frameworks in satisfying course requirements. Demonstrates the ability to analyze and synthesize materials from both inside and outside the classroom. Written work is carefully edited. Participates thoughtfully in class discussions and group exercises. Is not late for or absent from class.

80-89% B: Good. Competent.

Good, above average, level of knowledge of concepts and frameworks together with considerable skill in using them to satisfy course requirements. Ability to write college level prose with few minor flaws. Participates regularly in class discussions and group exercises. Is rarely late for or absent from class.

70-79% C: Average. Fairly Competent.

Basic, acceptable level of knowledge of concepts and frameworks together with some skill in using them to satisfy course requirements. Follows assignment directions and meets deadlines. Ability to write college level prose with (limited) grammar, mechanical or organizational problems. Participates irregularly in class discussions and groups exercises. Is not late for or absent from class more than three times.

60-69% D: Below Expectations. Passing.

Minimal knowledge of concepts and frameworks and below average ability to use them to satisfy course requirements. Communication skills below what is expected of advanced college student. Written work demonstrate major grammar, mechanical and/or organizational problems. Fails to attend regularly and to participate appropriately in class discussions and groups exercises.

59% and below E: Well Below Expectations. Failure.

Written work is consistently below college level, even when revised. Fails to seek out assistance from appropriate resources for improvement. Consistently late in meeting course requirements. Habitually late for or absent from class. Shows little or no understanding of concepts and frameworks and is unable to relate materials from inside and outside the classroom. Fails to participate appropriately in classroom discussion and group exercises.

**JUS 329 Domestic Violence:
Myths, realities & social change**

RESPONSE ESSAY GUIDELINES

The weekly response assignment is intended to help you make sense of the week's readings; connect personally to the readings; draw parallels to or identify contrasts with previous readings, exercises or discussions; and, pose questions about the readings. Each response essay should be typed, double-spaced, and four paragraphs long (about 2 pages). Your work will be evaluated on substance (accuracy, critical thinking, analysis, etc...) and presentation (spelling, grammar, style, etc...).

At the beginning of 7 of the 8 classes listed below, submit a response essay as follows:

1. In one paragraph, summarize the primary theme or argument found in the week's readings.

Think broadly: this is not necessarily the main idea of one particular article or chapter, although identifying the main idea of each could help you prepare to summarize the overall theme or argument. Rather, it is the overarching point or link among the readings. What common ideas, debates, themes or tensions did you notice?

2. In one paragraph, state what most surprised you about the readings.

Think emotionally: this is the place for you to reflect on how you felt when you were reading. What frustrated you the most about the readings? Did anything you read make you upset or angry? What inspired or energized you? [Note: this is not the place to lament the length of the readings, the size of the font, or the weight of the Course Reader or to share how tired you were when you did the readings.]

3. In one paragraph, explain what you learned from the readings.

Think analytically: this is the time for you to make a link between the knowledge and experience you brought to class and the knowledge and experience you are building in class. How did the readings confirm or challenge what you thought you knew about domestic violence? How did this week's readings differ from or seem similar to last week's or last month's? What did you get out of this reading assignment? Why did I assign these readings together?

4. In one paragraph, identify questions and raise comments about the readings.

Think curiously: this is how to stretch your mind beyond the obvious. What do you need to clarify or have clarified? What would you want to ask the authors of the readings? What was missing from the readings? Is there something you would like to see change as a result of what you learned from the readings? What else would you need to know to pursue such change? What might you do differently as a result of what you learned in the readings?

Please submit a response essay on SEVEN of the following EIGHT class meetings:

January 29-February 5-February 12-February 19-March 19-March 26-April 2-April 9