

Psychology 186
Violence Against Women - Spring, 2007

Instructor: Dr. Karol Dean
Meeting Times: Sat 2:50-4:20pm; Sun 8:00-10:00am; Sun 12:40-3:10pm

Office: Ahmanson Commons, 2nd Floor, Psychology Department
Office Hours: Sunday 10:30am-12:30pm
and by appointment

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Course Description:

The course will explore forms of violence that are perpetrated, in the majority of cases, by men against women. The perpetrator is frequently someone who is known to the victim. These forms of violence reduce women's mobility, self-esteem and sense of safety in the world.

The course will examine sexual aggression, sexual harassment and partner violence by looking primarily at psychological theories to explain the perpetrators' actions. The effects of these forms of violence on its victims will be explored. Students will evaluate the quality of explanatory theories, and the strategies to reduce these forms of violence.

Required Text:

Renzetti, Claire M., Edleson, Jeffrey L. & Bergen, Raquel Kennedy (eds.). (2001).
Sourcebook on violence against women. Sage Publications: Thousand Oaks, California.

Articles on reserve, or made available electronically

Grading:

Grades will be based upon the following required elements:

1. Essay Examinations (60% of grade)
2. Comments/Questions on assigned reading (10% of grade)
3. Policy Analysis project (10% of grade)
4. Literary Analysis project (10% of grade)
5. Homework (10% of grade)

Essay Examinations. There will be three take-home essay exams during the course.

Comments/Questions on assigned reading. *For each class in which there is reading assigned, you will write 3 Comments/Questions about the reading you did for that day.* These comments should demonstrate your thoughtful insight about the assigned readings. In some cases, we will use topics you mention in your Comments/Questions as part of our class discussions.

Your comments/questions on all reading assignments for the weekend will be due to me by e-mail by noon on Friday for the weekend that reading has been assigned. Send all

comments at that time. Please see “Writing Comments/Questions that Demonstrate your Knowledge” for additional guidance on how your work will be evaluated.

Policy Analysis Project. The intensive study of violence against women allows us to examine the application of psychological research in “the real world.” For this project, we will analyze how research in psychology is being used by policy makers in the U.S. We will examine efforts by local and national agencies, by psychological organizations, and by local and national politicians to create or apply policies relevant to sexual aggression, partner violence, and sexual harassment. What policies and projects are being pursued by these entities? What does research say about these policies? What projects and policies *should* be pursued by those interested in reducing violence? Detailed instructions for this project will be distributed during the semester.

Literary analysis. After reading one of the books on the list I will provide you, analyze the impact of violence on the life of the protagonist. The paper should be roughly 5-7 pages in length, and is due March 31.

In writing your analysis, you should:

- 1) briefly summarize the main themes, knowing that I’ve read the book. This part should be fairly concise (maybe 1 paragraph)
- 2) thoughtfully discuss the psychological changes/features of the protagonist that you consider to be the result of violence
- 3) describe how violence has impacted the relationships the protagonist has with important people (e.g., family members, lovers, co-workers/colleagues, friends)
- 4) indicate the influence violence has had on the protagonist’s view or outlook on the world
- 5) address other topics you feel are relevant and important

Homework. During the course of the semester, I will request that you complete short assignments and larger projects to add to your understanding of the material. More information concerning these assignments will be discussed in class.

Important Policies

Attendance and Participation – As learners setting off on a new experience, it is important for everyone to attend class. This is important not only for your knowledge, but also since the structure of our class will rely on your participation in discussions. Importantly, I want you to be in the room for the class. Be in class on time, be attentive, and do not leave early. I consider that behavior disrespectful to me and to the other students. Do not leave the classroom to use the bathroom or get a drink of water unless the whole class has taken a break. Be sure to attend to all personal needs prior to coming to class.

In addition, your participation in classroom discussions is an important part of this course. Come prepared to discuss the material to be discussed in each class session. Make sure your voice is heard each time we meet in class discussions!

Class confidentiality – In class, we will be discussing sensitive topics. It is important for every person to feel comfortable speaking in class. It is essential then, that students not share information about each other outside of class, even if the person that is the subject of the account is not identified.

Late work – Assigned work and exams are due at the beginning of the class period (first 10 minutes) for which they are assigned. Turning work in late gives you an unfair advantage relative to the rest of the class. To counteract that advantage, work that is late **for any reason** (including illness and technology failures) will be penalized 10% of the points available for each day late. I will respond to any material you send me electronically by indicating that I have received it. If you do not hear from me within 24 hours of having sent your document, assume I have not received your work, and find a way to get it to me. If you are concerned that you may not be able to turn in an assignment on time (because of traffic or some other reason), you may e-mail it to me in advance.

Academic Integrity – Instances of cheating are taken seriously by me, by the psychology department, and by the College. If you are found to have cheated in any way (including helping a classmate to cheat), college policies will apply. Please see the MSMC catalog for more information.

Psychology Department Academic Integrity Policy

The Psychology Department takes all instances of cheating and plagiarism extremely seriously. Violations of academic integrity harm the individual, other students, and the quality of learning in the department. Plagiarism and cheating are dishonest, unethical, and illegal. Cheating in any way defeats the purpose of education, which is to improve your powers of thought and expression.

Plagiarism means presenting as one's own, the work, opinions, or words of someone else. Plagiarism occurs when one uses the exact language of someone else without placing the words in quotation marks and naming the original author. Plagiarism also occurs when the arrangement of material or the pattern of thought of someone else is offered as your own, even if it is expressed in your own words. Obviously, the use of someone else's researched and written report as your own is a clear-cut case of plagiarism. Another obvious case of

plagiarism is turning in documents copied in part or in whole from the internet, or turning in a paper you purchased or borrowed from any other source.

Examination cheating includes using unauthorized materials or sources when completing an exam, stealing or falsifying exam responses, collaborating with others on exam answers, or sharing exam responses with other students. Other instances of cheating may be determined by the course instructor.

To avoid unintentional plagiarism and cheating, do not share any graded work (including rough drafts, finished papers, homework assignments, examinations) with other students. When taking notes on a published article, be sure to either re-write the material in your own words, or to use quotation marks to remind yourself that the notes you have jotted down are direct quotes from another author. Be sure to identify the source of the idea in your own notes to make it easier to give proper credit.

For all psychology courses, the following policy will apply:

1. If there is strong suspicion that a student has cheated or plagiarized, the faculty member may require, at his or her discretion, the student to re-submit the assignment or exam. Application of a penalty is at the discretion of the faculty member.
2. A student who is found to have cheated or plagiarized will, at minimum, receive 0 points for the assignment/exam. Depending on the importance of the assignment/exam for the learning goals of the class, and the seriousness of the violation, the penalty may be failure in the class. The penalty will be determined by the instructor for the class.
3. A student who is found to have cheated or plagiarized on multiple (2 or more) assignments/exams in a single course will fail the course.
4. The Psychology department will maintain a confidential file documenting all incidents of cheating/plagiarism that have been identified by faculty members. If a student is found to have cheated or plagiarized in multiple (2 or more) Psychology courses, the Psychology department will initiate actions to expel the student from the College.

MSMC Disability policy. MSMC, in compliance with state and federal laws and regulations, does not discriminate on the basis of disability. If you are a student with a documented disability, please contact Mark Forte, Director of the Learning Resource Programs, to make arrangements for classroom accommodations.

Writing Comments/Questions That Demonstrate Your Knowledge

Like all graded work in this course, the Comments/Questions assignment is designed to give me an indication of what you've learned. In this case, I'm assessing what you've learned about the reading material assigned. I am evaluating the depth of your understanding, the breadth of the material you comment on, and your analysis.

I'm looking for comments/questions that **demonstrate your knowledge**. They will:

- show you've really thought about the point being made. This can be demonstrated through your consideration of the evidence being offered, your statement of what you agree or disagree with, and your arguments to support your position. It is not necessary to say you've changed your point of view if you have not.
- apply the theories or research described to new situations, or to examples from your own life. This application of material shows that you understand the material and can use it in "the real world."
- reflect that you've learned something from the reading. I do not mean that you say "I never saw it this way before!" in response to every concept. I mean that you show you've re-analyzed previous opinions, knowledge and experiences, and have found that the perspective being discussed is useful to you in developing your understanding of the topics covered in the course.
- go beyond the theory or research described to extend the knowledge. How does this theory or research apply to other populations, or other situations, or.....? (You get the picture!) Extending your knowledge to new situations demonstrates a strong understanding of that knowledge.

Comments/questions that **do not** demonstrate your knowledge or analysis:

- merely ask for a definition of a term. You may truly have a question about a term that is being used in the text, so to show your knowledge, you might write about what you do and do not understand about that term, and why you think it is important.
- are a single line in length. This type of comment strongly suggests you've put the minimum effort into the assignment.
- provide only your experience as evidence to refute the research described in the text. It will often be the case that individuals have experiences different from what research outcomes describe. That is the natural variability of human life! However, providing a single instance without considering the potential validity of the original research does not show that you understand the empirical nature of psychological science. It is fine to question research outcomes, but it is important to provide evidence to do so.

I'm looking forward to learning more from you in your comments/questions!

Schedule of Topics

NOTE: The dates on this schedule are subject to change, depending upon class progress.

I. Studying Violence Against Women

January 20	Introduction to the course Women's experience of violence	Rushing (1993) Campbell (2002)
January 21A	Defining violence Measuring violence	Sourcebook Chp. 2 Sourcebook Chp. 3
January 21B	Ethics in research Psychological theories	Sourcebook Chp. 4 Sourcebook Chp. 1
February 3	Psychological theories: Social & Personality	Malamuth, Sockloskie, Koss & Tanaka (1992) Dean & Malamuth (1997)

Take home exam 1 distributed

II. Sexual Aggression

February 4A	Rape – Types, incidence, evaluating theory	Sourcebook, Chp. 7
February 4B	Rape – Effects on victims and indirect victims	Frieze (2005) Chp. 4
February 8	Take home exam 1 due by 5:00pm through e-mail	
February 24	Avoiding rape – Women's strategies	Ullman (1997) Ullman (1998)
February 25A	Preventing rape – Institutional, legal, men's strategies	Sourcebook Chp. 12 Sourcebook Chp. 21

III. Partner Violence

February 25B	Partner violence – Incidence, evaluating theory	Sourcebook Chp. 8
March 10	Partner violence – Effects on victims	Frieze – Case Studies
March 11A	Avoiding partner violence – Women's strategies	Sourcebook Chp. 13 Sourcebook Chp. 18
March 11B	Preventing partner violence Institutional, legal, men's	Sourcebook Chp. 14 Sourcebook Chp. 16

strategies Sourcebook Chp. 20
Take home exam 2 distributed

March 16 **Take home exam 2 due by 5:00pm through e-mail**

IV. Sexual Harassment and other forms of violence

March 31 Sexual harassment – Types, incidence, evaluating theory Sourcebook Chp. 11
Literary Analysis Project due in class

April 1A Sexual harassment – Effects on victims and indirect victims TBA

April 1B Avoiding and preventing sexual harassment – Women’s strategies; Institutional, legal, men’s strategies Snortland (1998)

April 21 Prostitution Sourcebook Chp. 23

April 22A International Violence Sourcebook Chp. 24

April 22B Advocacy Sourcebook Chp. 17
Take home exam 3 distributed

April 27 **Take home exam 3 due by 5:00pm through e-mail**