

University of Manitoba - Department of Sociology

INSTITUTIONAL RESPONSES TO VIOLENCE IN FAMILY AND INTIMATE
RELATIONSHIPS

SOC 3750

Section A01, Slot 10, 3 credit hours

January - April 2015

Instructor: Dr. Jane Ursel
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Class Time: 1:00 – 2:15 pm Tuesday and Thursday
Class Room: Rm. 303 Tier Bldg.
Office Hours: 10:00 –12:00 am Tuesdays & Thursdays (or by appointment)

Required Readings:

Required readings consist of a course pack of selected readings for the course and the 2011 Statistics Canada Report on Family Violence which is available on line. This will involve reading one or two chapters per week, on average, to keep up to date. In addition the major written assignment will involve research and review of 4 articles on the topic selected for this project.

Books:

1. Interpersonal Violence Course Pack – available at the University of Manitoba book store.

Government Documents:

3. Family Violence in Canada: A Statistical Profile 2011, Statistics Canada, Canadian Centre for Justice Statistics, catalogue # 85-002-X, www.statcan.ca

DESCRIPTION: This course will focus on the growing public awareness of the prevalence of interpersonal violence in Canada examining studies of prevalence from victimization surveys and criminal justice statistics. We will examine various theories of the causes and dynamics of interpersonal violence. Finally, we will focus on the legislative and policy changes which have been introduced to respond to the problem of interpersonal violence and assess the impact of these changes on the victim and the person using abusive behaviour. The course will include guest lectures from policy makers and professionals charged with policy implementation in the social service and criminal justice system. The objective of this course is to help students develop an informed analysis of social factors which contribute to the problem of interpersonal violence and to explore both the potential and the limits of public (social service and justice) interventions.

The Course is divided into three parts: Part 1 addresses intimate partner violence with a focus on the criminal justice system (CJS), civil justice and social service interventions; Part 2 addresses child abuse, considering social service and criminal justice interventions and Part 3 addresses the issue of Vulnerable Persons and Professions, in this section we will consider interpersonal violence in Aboriginal populations and violence against individuals exploited in the sex trade.

The course will require students to form into research groups to address a topic selected for their major

assignment. One component of this assignment will involve each research group doing a “Ted Talk” to identify their topic and their position on that topic.

Evaluation: This course does not include a final exam in the exam period. All tests and assignments will occur prior to April 10.

Major Written Assignment: Within the first week of class students will be provided with 6 major topic areas in which there is a clear division of opinion among academics and/or the public. Students will have 3 weeks to form into research groups of 5 students. The research team will select a position on the controversial issue and prepare to argue their position. This assignment will have 3 components. 1. An outline of the Research team’s topic and position and the sources they will use to present their case, cite 2 articles that support their position and 2 articles that present the other side. (5%). 2. A “Ted Talk”: each team will present their topic and their position on the topic to the class in the form of a Ted Talk. Each team should provide a visual for their “talk.” The team will have 15 minutes to convince the class that their position is the most socially appropriate and just position, (10%). 3. The team will submit their written assignment arguing their position as the better of the two positions on the topic, (15%).

January 27	Major Project Outline	5%
February 3	Test 1	25%
March 10	Test 2	25%
March 12 & 17	Student Presentations	10%
March 24	Team Paper	15%
April 9	Test 3	20%

Note: March 19 - Last date for voluntary withdrawal without academic penalty from first term half courses. You will have returned grades before that date.

Unclaimed Term work disposal – any term work that has not been claimed by students will be held for four (4) months from the end of the final examination period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will become the property of the faculty of Arts and be destroyed according to FIPPA guidelines and using confidential measures for disposal.

Policy on Grades and Tests:

The following letter/percentage/GPA/descriptive scale will be used.

A+	90 - 100%	4.5	Exceptional	C+	66 - 69%	2.5	Satisfactory
A	80 - 89%	4	Excellent	C	60 - 65%	2	Adequate
B+	75 - 79%	3.5	Very Good	D	50 - 59%	1	Marginal
B	70 - 74%	3	Good	F	49% or less	0	Failure

Only documented reasons will be accepted for missing a test or for late submissions of written assignments. It is the student's responsibility to inform me as soon as possible of requests for deferrals for reasons of health, compassion or disability. Ordinarily, tests must be made-up within one week. With prior approval from instructor a late submission will be marked without penalty. **Without prior approval** a late submission will be docked one grade point per day overdue. A missed test, in which no makeup test has been arranged, will result in no grade for the missing test and/or assignment.

The University acknowledges the right of all students to observe Holy Days of their faith which fall within the academic year. I should be notified ahead of your intended absence.

If you have special learning needs (if you require extra time to write an exam, aids or other supports) please introduce yourself to me at the beginning of the term and suitable testing arrangements will be made.

ACADEMIC INTEGRITY

Academic dishonesty is a serious offence, with grave consequences. You should acquaint yourself with the University's policy on plagiarism, cheating and exam personation, **"Personation at Examinations" (Section 5.2.9)** and **"Plagiarism and Cheating" (Section 8.1)** and duplicate submission by reading documentation provided at Arts Student Resources web site at:

<http://www.umanitoba.ca/facutlies/arts/student/index.html>. Ignorance of the regulations and policies regarding academic integrity is not a valid excuse for violating them.

Group Work: Group projects are subject to the rules of academic dishonesty and group members must ensure that a group project adheres to the principles of academic integrity.

SCHEDULE

PART 1 SPOUSAL/PARTNER ABUSE

JANUARY

- Tues. 6 An introduction to the course, Defining Interpersonal Violence
Readings: Family Violence in Canada –Section 1 Overview
- Thurs 8 History of Domestic Violence: Debates and Discourse
Readings: Lesley Tutty – There But For Fortune
- Tues. 13 Is Domestic Violence a Gendered Crime? Measures of Prevalence
Readings: Family Violence in Canada – Section 3 – Intimate Partner Violence
- Thurs. 15 Intervention Strategies (Social Services)
Readings: Nielsen and Dewhurst – Harm Reduction and Abused Women’s Safety
- Tues. 20 Intervention Strategies (Criminal Justice System)
Readings: Jane Ursel – Domestic Violence and Problem Solving Courts
- Thurs. 22 Prosecuting Domestic Violence Offenders
Readings: Rekha Malaviya- From Shelter Worker to Crown Attorney
- Tues. 27 RESEARCH TEAM PROJECT OUTLINE DUE
Domestic Homicide
Readings: Deb Farden – Femicide in Saskatchewan
E. Sheehey – Kimberley Kondejewski
- Thurs. 29 Treatment Programs for Abusers, Do they Work?
Guest Lecture

FEBRUARY

- Tues. 03 **TEST 1**

PART 2 CHILD ABUSE

- Thurs. 05 Child Witnesses & Role of Child Welfare
Readings: S. Graham-Bermann & H. Hughes –“ Intervention for Children Exposed to Interparental Violence”
E. McCrory et. al. – “Heightened Neural Reactivity to Threat in Child Victims of Family Violence”.

- Tues. 10 History of Child Abuse
Readings: N. Trocme, et. al. – “Canadian Incident study of Reported Child Abuse and Neglect 2008”
- Thurs. 12 Child Physical Abuse
Readings: Ateah, Durrant & Mirwaldt – Physical Punishment & Physical Abuse
- Feb . 16-20 MID TERM BREAK
- Tues. 24 Child Sexual Abuse
- Thurs. 26 Social Service Response to Child Abuse
Readings: DeLuca & Graystone – “Treatment for Children Who Have Experienced Sexual Abuse”
- MARCH**
- Tues 3 Criminal Justice Response to Child Abuse
Readings: Ursel & Gorkoff – “Court Processing of Child Abuse Cases”
- Thurs. 5 Child and Youth Homicides
Readings: Family Violence in Canada Section 2
- Tues. 10 TEST 2
- Thurs. 12 Student Presentations
- Tues. 17 Student Presentations
- Thurs 19 DEADLINE FOR VOLUNTARY WITHDRAWAL without penalty
- PART 3 VULNERABLE PEOPLE AND PROFESSIONS**
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- Thurs. 19 The Legacy of Residential Schools
- Tues. 24 Interpersonal Violence in Aboriginal Communities
Readings: Pamela Downe – “Violence in the Lives of Aboriginal Girls”
- Thurs. 26 Legal Interventions: Questions and Controversies
Readings: J. Ursel – “Over Policed and Under Protected”
- Tues. 31 Violence Against People Exploited in the Sex Trade
Readings: K.Nixon & L. Tutty- “That Was My Prayer Every Night – Just to get Home Safe”

APRIL

Thurs 02 Legalization: Debates and Dilemmas

Tues 07 Intervention Programs

Readings J. Ursel & L. Dean - “Oskinakiskwewak-Itamo: Young women Seeking Safety”

Thurs 09 Test 3