HR 5743-101: Violence Against Women and Children

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 batterers 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.

Class Dates, Location and Hours:

Dates: February 2 - 4 & 9 - 11, 2018
Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.
Hours: Friday 5:30-9:30 p.m.; Saturday 8:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.
Last day to enroll or drop without penalty: January 4, 2018

Site Director:
Email: apnorman@ou.edu Phone: 405-325-3333.

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
E-mail Address: Bert@ou.edu
Virtual Office Hours: Monday and Wednesdays 9 – 12 PM CST
Professor availability: The professor will be available via e-mail to students during the above listed Virtual Office Hours and other methods by arrangement.

Textbook(s) and Instructional Materials:
Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at http://www.bkstr.com/oklahomastore/home is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fhlg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4 p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.


4. Materials posted on the OU Canvas learning management system: Access Canvas at https://canvas.ou.edu, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

5. 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: Follett 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 Follett.

**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.

**Assignments, Grading and Due Dates:**

Students will be required to complete a total of three writing assignments (i.e., Pre-class Reaction, Midterm Reaction, and Final paper) and one presentation over the course of the semester. Reaction papers will receive a grade out of 100 points (50 points for completing the assignment; 20 points for following directions; and 30 points for quality). The class presentation will be worth 50 points (20 points for completing the assignment; 10 points for following directions; and 20 points for quality). Final papers will be worth 150 points (60 points for completing the assignment; 40 points for following directions; and 50 points for quality. **All assignments are due in the relevant “Canvas Submission Folder” by 5PM CST**. Late papers will be subject to a 50% grade reduction.

**Pre-Class Reaction Paper**

Pre-class reaction **Papers are due Friday February 2nd by 5:00 PM CST** in its corresponding submission folder. Reactions must center on *I Can’t See the Azaleas* by Dianna Cook Thomas.

Reactions should be typed using **12-point Times New Roman** font and standard margins (1-inch on all sides) and should be 2-3 double-spaced pages in length. Your paper should be written as you would any other academic paper and should be proofread and spell and grammar checked. You should consider the goal of the author and your reactions to her statements (do you agree or disagree and why?). You should also consider whether the author changed the way you think about the topic, whether you learned something new, how it fits with the topic we are learning, etc. The more thorough and thoughtful your paper is, the higher your grade will be.
Mid-term Reaction Paper

Mid-term reaction Papers are due Friday, February 9th by 5:00 PM CST in its corresponding submission folder. Reactions must center on Black and Blue by Anna Quindlen.

Reactions should be typed using 12-point Times New Roman font and standard margins (1-inch on all sides) and should be 2-3 double-spaced pages in length. Your paper should be written as you would any other academic paper and should be proofread and spell and grammar checked. You should consider the goal of the chapter author and your reactions to her statements (do you agree or disagree and why?). You should also consider whether the author changed the way you think about the topic, whether you learned something new, how it fits with the rest of what we are learning, etc. The more thorough and thoughtful your paper is, the higher your grade will be.

Class Presentation

Class Presentations will begin the 2nd weekend of class. A written handout of the presentation is due February 9th by 5:00 PM CST in its corresponding submission folder. This presentation will be your opportunity to develop a personalized domestic violence safety plan.

The safety plan should address the following: (1) If you are in an abusive relationship, think about… (2) If you consider leaving your abuser, think about… and (3) If you have left your abuser, think about…. I would also like to see a checklist of possible items to take and/or pack. Class-presentation papers should be typed using 12-point Times New Roman font and standard margins (1-inch on all sides) and should be 2-3 double-spaced pages in length. Your paper should be written as you would any other academic paper and should be proofread and spell and grammar checked. Bulleted list are acceptable for this particular assignment when necessary; however, I would like as much detail as possible.

Final Paper

Final papers are due Sunday, February 18th by 5:00 PM CST in its corresponding submission folder. This paper will synthesize material covered in the course.

Choose a specific type of interpersonal violence committed against women and children (e.g., physical, sexual, emotional, verbal, economic, using children as weapons, LGBT, persons with disabilities, older women and women who are recent immigrants) and provide a rational for the significance of preventing this particular form of violence. Second, identify what you feel are the most important issues related to your specific topic. Lastly, using the knowledge you have gained from the course discussions and material, design a prevention/intervention program aimed at alleviating the specific form of violence. Make sure to include a discussion of the program’s structure, scope, target population, methodology, possible challenges, and potential results.

Final papers should be typed using 12-point Times New Roman font and standard margins (1-inch on all sides) and should be 7-10 double-spaced pages in length. Your paper should be written as you would any other academic paper and should be proofread and spell and grammar checked.

Grading:

This is a letter-graded course: A, B, C, D, or F.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percent of Grade</th>
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</thead>
<tbody>
<tr>
<td>Pre-class Reaction Paper</td>
<td>February 2, 2018</td>
<td>25%</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>February 9 – 11, 2018</td>
<td>12.5%</td>
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<tr>
<td>Mid-term Reaction Paper</td>
<td>February 9, 2018</td>
<td>25%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>February 18, 2018</td>
<td>37.5%</td>
</tr>
</tbody>
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Checking Canvas:

Regular updates and relevant information regarding the course will be posted to the “announcements” page on Canvas (that is the main page you access when you first log on). 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 “announcements” page at least once each week.

All course content and materials will be accessed via the Canvas site under the “modules” tab. Please also see the “links” page for websites that may be of interest to you and that are relevant to the course.

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.
POLICIES AND NOTICES

Attendance/Grade Policy

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. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. 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 Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student’s academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc…in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc…; intimidation and interference with integrity process; and plagiarism. All students should review the Student’s Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at http://studentconduct.ou.edu/

Acccommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html.
Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615-0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office’s website at http://www.ou.edu/content/eeo.html

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. Advanced Programs does not provide duplicating services or office supplies.

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
- 2005 – 2007  Doctoral Fellowship, Georgetown University

Current Positions
- 2012 – Present  Associate Professor, Department of Human Relations, University of Oklahoma, Norman, OK
- 2012 – Present  Associate Professor, African and African American Studies, 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, Women’s and Gender Studies Program, University of Oklahoma, Norman, OK.
- 2010 – Present  Adjunct, Liberal 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/Seminar: The Prevention /Intervention 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

Society for Research in Child Development Themed Meeting: Developmental Methodology, Tampa, FL.


Symposia Presentations


**Representative Major Professional Affiliations**

- American Psychological Association (APA)
- Society for Research in Child Development
- Society for Research on Adolescence
- APA, Division 35 – The Society for the Psychology of Women
- APA, Division 35 – Section 1, Psychology of Black Women

**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.