Coercive Sex and Violence in Families
Course Description

This course is designed to introduce the student to acts of violence traditionally committed against women: rape and other forms of sexual assault, intimate partner or relationship violence, and stalking.

This course will be conducted entirely online and will consist of five components:

(1) Mandatory readings posted to the course content folder for each learning unit.

(2) Power point presentation for each learning unit.

(3) A Discussion Board Forum with directed threads for each learning unit.

(4) An online quiz for each learning unit.

(5) Reading reflection papers.

Course Organization and Learning Objectives

The exploration of violence against women is organized into four learning units, each with a specific learning objective:

(1) Just How It Is: History, Context, Definitions, and Culture of Violence Against Women

Students will learn to put violence traditionally against women in a historical and cultural context, learning to identify the roots of the problem, and will be able to objectively assess their own and their culture’s role in perpetuating violence against women.

(2) Surviving the War: Impact of Violence on Victims and Society

Students will learn to understand the impact of violence traditionally against women on the primary victims, the secondary victims (those who are emotionally connected to the primary victims), and society at large. Students will be able to understand and identify the longterm impact of violence against women and will be able to identify ways in which these acts of violence negatively impact society’s effectiveness and functioning at large.

(3) Stopping the Flood: Violence Against Women in the Criminal Justice System

Students will be able to understand how the criminal justice system has chosen to address the acts of violence against women. Students will be able to objectively assess whether the criminal justice system is doing an adequate job of addressing violence against women and will be able to form fact and research based opinions on whether violence against women should be a function of the criminal justice system and how to best address the problem of violence against women.

(4) Why?: Theories of Perpetration
Students will be introduced to the leading theories of perpetration, specifically the perpetration of violence against women. Students will identify theories speak to them individually and will be able to articulate the ways in which those theories help to explain the unexplainable.

Required Materials

There are no required texts for this course, other than the readings that are posted on the Blackboard Course.

Students are required to have access to a computer, with adequate and reliable access to the internet.

Students are required to understand and be proficient in their use of Blackboard. Students will be required to:

- Participate in online discussion boards
- Take online exams
- Submit assignments using the "Assignment" tool of Blackboard
- Download readings from the Course Documents section of Blackboard
- Access power point lectures for each learning unit

Lessons

Overview of Violence Against Women

Students will develop an overview of the problem of violence against women through the assigned readings.

No power point lecture is associated with the overview articles, but the overview articles will be tested, quizzes, and may be used for discussion threads, and reading reflections.

Readings for this lesson should be completed before reading the required articles and texts for Lesson 1: Just How It Is

January 3, 2010
07:00 PM - 07:00 PM
Just How It Is: History, Context, Definitions, and Culture of Violence Against Women

Students will learn to put violence traditionally against women in a historical and cultural context, learning to identify the roots of the problem, and will be able to objectively assess their own and their culture’s role in perpetuating violence against women.

Power point lecture will be posted online by Monday, January 3 at 7:00 pm. Students are not required to be available at the time of that the power point lectures are posted.

Readings for each lesson are due before the power point lectures are posted.

Any other assignments (reading reflection, discussion board thread, and quiz) related to this lesson are due before Wednesday, January 5 at 7:00 pm.
January 7, 2010
07:00 PM - 07:00 PM
Surviving the War: Impact of Violence on Victims and Society

Students will learn to understand the impact of violence traditionally against women on the primary victims, the secondary victims (those who are emotionally connected to the primary victims), and society at large. Students will be able to understand and identify the longterm impact of violence against women and will be able to identify ways in which these acts of violence negatively impact society's effectiveness and functioning at large.

Power point lecture will be posted online by Friday, January 7 at 7:00 pm. Students are not required to be available at the time of that the power point lectures are posted.

Readings for each lesson are due before the power point lectures are posted.

Any other assignments (reading reflection, discussion board thread, and quiz) related to this lesson are due before Sunday, January 9 at 7:00 pm.

January 11, 2010
07:00 PM - 07:00 PM
Stopping the Flood: Violence Against Women in the Criminal Justice System

Students will be able to understand how the criminal justice system has chosen to address the acts of violence against women. Students will be able to objectively assess whether the criminal justice system is doing an adequate job of addressing violence against women and will be able to form fact and research based opinions on whether violence against women should be a function of the criminal justice system and how to best address the problem of violence against women.

Power point lecture will be posted online by Tuesday, January 11 at 7:00 pm. Students are not required to be available at the time of that the power point lectures are posted.

Readings for each lesson are due before the power point lectures are posted.

Any other assignments (reading reflection, discussion board thread, and quiz) related to this lesson are due before Thursday, January 13 at 7:00 pm.

January 15, 2010
07:00 PM - 07:00 PM
Why?: Theories of Perpetration

Students will be introduced to the leading theories of perpetration, specifically the perpetration of violence against women. Students will identify theories speak to them individually and will be able to articulate the ways in which those theories help to explain the unexplainable.

Power point lecture will be posted online by Sunday, January 15 at 7:00 pm. Students are not required to be available at the time of that the power point lectures are posted.

Readings for each lesson are due before the power point lectures are posted.
Any other assignments (reading reflection, discussion board thread, and quiz) related to this lesson are due before **Monday, January 17 at 7:00 pm**.

January 18, 2010  
07:00 PM - 09:00 PM  
Wrap-Up

The Wrap-Up Chat Session will be dedicated to answering all questions related to any content throughout the course and to answering any questions about the final exam.

**The Final Exam will be posted on Wednesday, January 19 at 9:00 am.**

**The Final Exam is due on Friday, January 21 before 9:00 am.**

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Coercive Sex and Violence in Families Part II  
Grading Schema  
**Students will be graded with the following grading schema.**

Due to the nature of this online course, no late assignments will be accepted for a grade and no assignments will be accepted via email. Students MUST use the correct method of posting assignments, taking quizzes, and responding to discussion threads or the submission WILL NOT BE GRADED. Please read this section carefully and note the dates carefully in the prior section of this syllabus.

**Assigned Readings**

Assigned readings for each lesson will be posted in the appropriate course documents folder and are due before the power point lecture is posted. The readings are essential to understanding the content of the power point presentations. Quizzes may contain material from the assigned readings.

**Reading Reflection:** 100 points x 2 = 200 points

50 points per reflection x 2 reflections = 100 points

Each student must choose two (2) assigned readings on which to complete a "reading reflection." The reading reflection is based on the student's perceptions, opinions, and critical analysis of the reading on which the student chooses to complete the reflection. Reading reflections should not be a mere recitation of the article's content, but should instead demonstrate the student's knowledge, understanding, perceptions, reasoned opinions, and analysis of the reading.

Each reading reflection must be a minimum of 500 words.

Each reading reflection is worth 50 possible points. Assignments for reading reflections will be posted in the Assignments folder. Students should enter the reading reflection in the corresponding assignment tool. For example, if the student is completing his or her first reading reflection assignment, the student should complete the Assignment tool that reflects "Reading Reflection #1."
Students must complete two (2) reading reflection papers. Both Reading Reflection assignments must be completed before the Final Exam is posted.

**Quizzes:** 100 points x 3 = 300 points

25 points per quiz x 4 quizzes = 100 points

There will be 4 quizzes throughout the session. Each quiz is worth 25 points. Each quiz is based on the lesson in which it is located. Quizzes will be posted on at the same date and time that the power point lecture is posted and is due no later than the date indicated for that lesson in the syllabus. For example, the quiz for Lesson 1 will be posted on January 3 at 7:00 pm and is due by Wednesday, January 5 at 7:00 pm.

Students must take each quiz. All quizzes will be graded.

**Discussion Board Participation:** 100 points x 2 = 200 points

20 points per post x 5 posts = 100 points

Each student must choose to participate in five (5) discussion threads during the course of the session. Each discussion thread is based on a topic within the general lesson forum. Discussion threads should not be a mere recitation of the lesson's content, but should instead demonstrate the student's knowledge, understanding, perceptions, reasoned opinions, and analysis of the lesson's content and should stick closely to the topic of the thread and the ongoing discussion of the group.

Each discussion thread is worth 20 possible points. Discussion threads will be posted on at the same date and time that the power point lecture is posted and is due no later than the date indicated for that lesson in the syllabus. For example, the quiz for Lesson 1 will be posted on January 3 at 7:00 pm and is due by Wednesday, January 5 at 7:00 pm. Each discussion thread posted for grading must be a minimum of 200 words.

Students must only participate in (5) discussion threads, but students are free to participate in as many threads as each student wants. The instructor will grade each participation, and will count the top five (5) grades. A student may participate in the same discussion thread only once for a grade. For example, if a student posts for a grade and another student responds to the first student's post, the first student may respond to the second student, but only one of those posts will count for a grade. I will grade the highest of the two scorcs, or I will combine both posts for one total score.

**Final Exam:** 100 points x 3 = 300 points

100 points per final exam x 1 exam = 100 points

The final exam will be an essay exam and will be posted on Blackboard as an Assignment on Wednesday, January 19 at 9:00 am and will be due on Friday, January 21 before 9:00 am.

**Total points possible:** 1000 points

A+ = 975-1000

A = 935-974

A- = 895-934
B+ = 865-894
B = 825-864
B- = 795-824
C+ = 765-794
C = 725-764
C- = 695-724
D+ = 665-694
D = 625-664
D- = 595-624
F = below 595

Academic Integrity

Don’t cheat. All cases of suspected cheating will be submitted to the Student Honor Council and the Office of Student Conduct.

**Students may not work in groups or with other students on any quizzes, reading reflections, or on the final exam. Students are permitted to (and must) participate in discussions with other students in the course for the purpose of discussion board threads.**