



**Family Violence**  
**Family Studies and Human Development 3345A, 530**

**Lectures:** Monday 11:30-2:30 BR 302

**Instructor:** Maureen Reid MSW, RSW

**Office:** TBA

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Please include the course name in the subject line of your email

**Prerequisites:** 1.0 units of Family Studies and Human Development 2000-level courses, or 1.0 units of former Family Studies 2000-level courses, or enrollment in third or fourth year of the Major in Criminal Justice or Honors Specialization in Community and Criminal Justice modules, or permission of instructor.

### **COURSE DESCRIPTION**

Family violence is a social problem that affects all of us and has serious personal, social and material ramifications. This course will examine the extent and nature of various forms of family violence across the life course. This course will examine the theoretical perspectives on family violence, the impact on victims, families and society, the typologies of abuse, disclosure issues and the role of media. Topics will include intimate partner violence, physical & sexual child abuse, parent abuse and elder abuse, with an emphasis on the prevalence, incidence, causes, consequences and solutions for each.

### **LEARNING OUTCOMES**

By the end of this course you will be able to:

1. Identify the sociological and feminist theoretical views of various forms of family violence across the life span (inquiry and analysis, critical thinking).
2. Describe the prevalence and incidence and dynamics of intimate partner violence (inquiry and analysis, critical thinking).
3. Explain the impact of domestic violence on child development (inquiry and analysis, critical thinking).
4. Describe the prevalence, incidence and dynamics of child physical, sexual abuse and neglect (inquiry and analysis, critical thinking).
5. Explain the nature and consequences of sibling and parent abuse (inquiry and analysis, critical thinking).
6. Describe the dynamics of elder abuse (inquiry and analysis, critical thinking).
7. Recognize the role of media in perpetuating violence in society (social awareness and engagement, inquiry and analysis, critical thinking).
8. Compare the personal and institutional interventions that are employed to end family violence (social awareness and engagement, inquiry and analysis, critical thinking).
9. Outline solutions to ending family violence (social awareness and engagement, inquiry and analysis, critical thinking).

## BRESCIA COMPETENCIES

- **Communication:** The ability to exchange information and meaning effectively across cultures, space and time through appropriate modes of communication. Includes oral, written, and interpersonal or group communication, as well as the ability to use current or innovative media.
- **Critical Thinking:** The ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.
- **Inquiry and Analysis:** The ability to reach informed decisions by breaking down complex issues, exploring evidence, demonstrating information literacy, and describing relationships among persons, things, or events.
- **Problem Solving:** The ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.
- **Self Awareness and Development:** The ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students are able to recognize their values and their impact on others, and make a commitment to personal growth.
- **Social Awareness and Engagement:** The ability to respect and be open to diversity (e.g. cultural, religious, political). Students take personal responsibility to actively engage in and contribute to creating positive change in local, regional, national, or global communities and societies.
- **Valuing:** The ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes. Students must also be able to understand the ideas informing one's beliefs and be accountable for their actions.

## REQUIRED TEXT

Momirov Julianne, with Duffy Ann, Family Violence: A Canadian Introduction, 2<sup>nd</sup> Edition. Toronto, ON: James Lorimer and Company Publishers, 2011. (isbn 1-55277-902-6).

**Note:** Various other readings will be posted on the outline each week.

## E-MAIL

I would ask that you use e-mail for addressing administrative issues about the course and arranging to meet with me. I will do my best to respond to e-mail messages within 24 hours. Please use "Family Violence 3345A" as part of the subject line.

## OFFICE HOURS

I will be available by appointment.

## LECTURE ETIQUETTE

Some of the specific things that you can do to help with learning in this course include:

(1) Regularly attending class; (2) Staying on top of your readings; (3) Keeping good lecture and reading notes; (4) Participating in class discussion; (5) Contacting your professor when you need extra help.

Please respect your classmates and your instructor during lecture. To help everyone stay focused, avoid whispering with your neighbours and please don't use your computer for non-class related activities. Cell phones should be turned off and put away. If there is a problem with classroom conduct you may be asked to leave for the duration of the lecture. No recording of lectures will be permitted as it may inhibit the sharing of ideas from fellow classmates.

## EVALUATION

1. Mid-term exam (Oct 28th): multiple choice and short answers, 35%
2. Final exam (date TBD): multiple choice and short answer, 45%
3. Class participation: 10%
4. Public Service Ad (date due TBD): 10%

### Written Assignment 10% of your grade: Ad Presentations

You will develop a public service print ad that provides a prevention message in one of the areas of family violence that we are covering in the course. You will present your ad on a powerpoint slide to the class (date to be determined), and you will explain the reasoning behind your ad. You can use a stock photo for the ad, and develop your own messaging. You will hand in a one page rationale for your ad including the central issue(s) that you are trying to address. Your rationale should be concise and focus on a key message that you think will make sense to the public. The ppt slide (your ad) plus the written assignment will be submitted to Drop box by Dec. 2, 2019. I will post a rubric for the marking.

The topic areas to select from are:

Intimate partner violence	Dating Violence	Indigenous Woman Abuse
Child Physical Abuse	Elder Abuse	Immigrant Woman Abuse
Child Sexual Abuse	Domestic Violence and the Workplace	Same Sex Intimate Partner Abuse
Child Emotional Abuse	Parent Abuse	
Sibling Abuse		

### Class Participation:

Over the course of the 12 classes, 6 in class questions will be assigned related to the class. You will hand the answer in at the end of the class. Each question is worth 2 marks. The best 5 marks will be worth 10% of your mark. This in class participation mark is designed to encourage class attendance and participation. Since each question is only worth 2 marks in total, **there will be no make up for a missed class**. The lowest mark will be dropped to account for a possible absent class.

## LECTURE SCHEDULE

<p><b>Class 1</b> Sept 9</p>	<ul style="list-style-type: none"> <li>• Introduction to class (assignments, expectations)</li> <li>• What do all the terms mean (family violence, domestic violence, woman abuse, intimate partner violence)</li> </ul> <p><u>Readings:</u></p> <p>Momirov/Duffy (2011), Chapter 1: Understanding family violence from a societal perspective (pp. 7-23).</p> <p>(note other articles may be posted here prior to the commencement of this course).</p>
<p><b>Class 2</b> Sept 16</p>	<ul style="list-style-type: none"> <li>• Nature and Scope of problem</li> <li>• Understanding family violence from a psychological, sociological, perspective</li> <li>• The Impact on Society</li> </ul> <p><u>Readings:</u></p> <p>Momirov/Duffy (2011), Chapter 5: Looking for Explanations: Exploring Theoretical Perspectives (pp.143-191).</p>
<p><b>Class 3</b> Sept 23</p>	<ul style="list-style-type: none"> <li>• Looking for explanations to family violence- continued (Momirov 160-192)</li> <li>• Understanding Intimate Partner Violence</li> <li>• Why Doesn't She Just Leave-Comings and Goings exercise</li> </ul> <p><u>Readings:</u></p> <p>Momirov/Duffy (2011), Chapter 5: Looking for Explanations: Exploring Theoretical Perspectives (pp.160-192).</p>
<p><b>Class 4</b> Sept 30</p>	<ul style="list-style-type: none"> <li>• Intimate partner violence- Dating Violence</li> <li>• Context, Meaning and Effect</li> </ul> <p><u>Readings:</u></p> <p>Momirov/Duffy (2011), Chapter 2: Intimate Partner Violence and Woman Abuse (pp.24-66).</p>
<p><b>Class 5</b> October 7</p>	<ul style="list-style-type: none"> <li>• Understanding abusive behaviour</li> <li>• How we deal with domestic violence, the criminal justice system, family court systems</li> </ul> <p><u>Readings:</u></p>
<p>October 14</p>	<p>Thanksgiving Holiday</p>

<p><b>Class 6</b> October 21</p>	<ul style="list-style-type: none"> <li>• Impact of witnessing or being exposed to domestic violence for children</li> <li>• The role of child welfare and family court systems</li> </ul> <p><u>Readings:</u></p> <p>Will Be Posted On OWL</p>
<p><b>Class 7</b> October 28</p>	<p><b>MID-TERM EXAM</b> (In-Class)</p> <p><u>Readings:</u></p> <p>Will Be Posted On OWL</p>
<p><b>Class 8</b> Nov 4</p>	<ul style="list-style-type: none"> <li>• Special considerations for violence involving Aboriginal women and immigrant women</li> </ul> <p><u>Readings:</u></p> <p>Will be posted on OWL</p>
<p><b>Class 9</b> Nov 11</p>	<ul style="list-style-type: none"> <li>• The role of the workplace in intimate partner violence</li> <li>• Ad presentations</li> </ul> <p><u>Readings:</u></p> <p>Will be posted on OWL</p>
<p><b>Class 10</b> Nov 18</p>	<ul style="list-style-type: none"> <li>• Child abuse: physical, sexual, emotional</li> </ul> <p><u>Readings:</u></p> <p>Momirov/Duffy (2011), Chapter 3: Child abuse: The denial of childhood (pp. 67-105).</p>
<p><b>Class 11</b> Nov 25</p>	<ul style="list-style-type: none"> <li>• Sibling Abuse</li> <li>• Parent Abuse</li> </ul> <p><u>Readings:</u></p> <p>Momirov/Duffy (2011), Chapter 4: Abuse in other family relationships (pp.107-142).</p> <p>Additional readings will be posted on OWL</p>
<p><b>Class 12</b> Dec 2</p>	<ul style="list-style-type: none"> <li>• Elder Abuse</li> <li>• Same Sex Couples</li> </ul> <p><u>Readings:</u></p> <p>Momirov/Duffy (2011), Chapter 4: Abuse in other family relationships (pp. 107-142).</p> <p>Additional readings will be posted on OWL</p>

	<ul style="list-style-type: none"> <li>• Looking for Solutions: Personal interventions, societal changes</li> <li>• Exam Review</li> </ul> <p><u>Readings:</u></p> <p>Momirov/Duffy (2011), Chapter 6: Looking for Solutions (pp. 192-240). And Chapter 7: Ending Family Violence (pp. 241-247)</p>
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## 2019-20 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

### 1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding [Accommodation for Illness - Undergraduate Students](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be found at [http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_12](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12).

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services

([http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#Page\\_10](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#Page_10)).

Personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. Submitting a **Self-Reported Absence** form provided that the conditions for submission are met;
2. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
3. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

#### **Requests for Academic Consideration Using the Self-Reported Absence Portal**

Students who experience an unexpected illness or injury or an extenuating circumstance of 48 hours or less that is sufficiently severe to render them unable to meet academic requirements should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours. Note that the excused absence includes all courses and academic requirements within the up to 48 hours, it is not intended to provide an excused absence from a single course while students fulfill their academic responsibilities in other courses during that time.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

1. Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;

2. The duration of the absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
3. The excused absence will terminate prior to the end of the 48 hour period if the student undertakes significant academic responsibilities (writes a test, submits a paper) during that time;
4. Self-reported absences will **not** be allowed for scheduled final examinations; midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
5. Self-report absences may **not** be used for assessments worth more than 30% of any course;
6. Any absences in excess of 48 hours will require students to present a Student Medical Certificate (SMC), or appropriate documentation;
7. Students **must** communicate with their instructors **no later than 24** hours after the end of the period covered by the Self-Reported Absence form to clarify how they will fulfil the academic expectations they may have missed during the absence.

### **Request for Academic Consideration for a Medical Absence**

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. An SMC can be downloaded from [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf) ;
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

The [full policy on requesting accommodation due to illness](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be viewed at:

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_12](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12)

## **2. ACADEMIC CONCERNS**

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis.

Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to the [Registrar's website](http://brescia.uwo.ca/academics/registrar-services/), <http://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

### 3. ABSENCES

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work, and arrange academic accommodations if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory ([http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading\\_68](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68)).

### 4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at: [http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_20](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20).

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

#### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

#### **Computer-marked Tests/exams:**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

### **5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS**

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_14](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

### **6. PREREQUISITES**

Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

### **7. SUPPORT**

#### **Support Services**

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Skills Services at Western (<https://www.uwo.ca/sdc/learning/>)

#### **Mental Health and Wellness**

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can obtain information about how to obtain help for yourself or others through **Mental Health & Wellness at Brescia** (<http://brescia.uwo.ca/life/mental-health-wellness/>) and **Health and Wellness at Western**, [http://uwo.ca/health/mental\\_wellbeing/index.html](http://uwo.ca/health/mental_wellbeing/index.html).

## **Sexual Violence**

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

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Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.

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