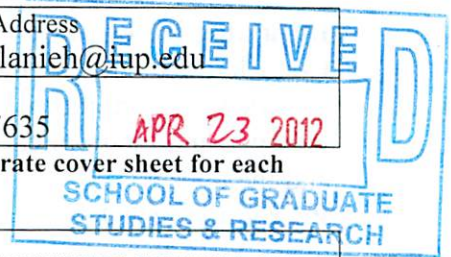


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 APR 13 2012

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-510	AP-3/1/11	App-9/11/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Hildebrandt, Melanie	Email Address melanieh@iup.edu
Proposing Department/Unit Sociology	Phone 7-7635



Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) SYLLABUS OF RECORD FOR AN EXISTING COURSE (NONE CURRENTLY ON FILE), NO CHANGES TO COURSE

- New Course Course Prefix Change Course Deletion
 Course Revision Course Number &/or Title Change Catalog Description Change

SYLLABUS OF RECORD AMNESTY, NO SUBSTANTIVE CHANGES TO COURSE

SOC 427 - Social Perspectives on Intimate Partner Violence

Current Course prefix, number and full title Proposed course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

- This course is also proposed as a Liberal Studies Course. Other: (e.g. Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

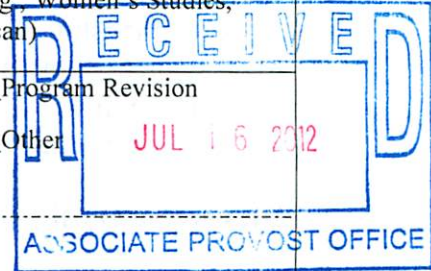
3. Program Proposals

- New Degree Program Program Title Change Program Revision
 New Minor Program New Track Other

Current program name Proposed program name, if changing

4. Approvals

		Date
Department Curriculum Committee Chair(s)	Melanie Hildebrandt	10/18/10
Department Chair(s)	Aly Hill	11-8-10
College Curriculum Committee Chair	Spil Beal	11/17/10
College Dean	Frank	4/10/12
Director of Liberal Studies *		
Director of Honors College *		
Provost *	Genard W. Delano	7/19/12
Additional signatures as appropriate: (include title)	Evelyn Reilly TECC Curr	4/10/12
	AKO Ben Cas	4/11/12
UWUCC Co-Chairs	Garth Schuist	4/13/12



* where applicable

D. formal
7/16/12

Received

APR 13 2012

Liberal Studies

Received

DEC 9 2010

Liberal Studies

Syllabus of Record
SOC 427 – Social Perspectives on Intimate Partner Violence

I. Catalog Description

Prerequisite: SOC 151

3c-01-3cr

Considers the range of theoretical explanations from a social perspective for the pervasive violence between intimate partners. Particularly examines the research on intimate partner violence and the implications of this research for programs and policies assisting both the victim and the abuser.(Titled Spouse Abuse prior to 2007-08)

II. Course Outcomes

In this course, students will:

- a) Identify the extent of IPV, and differentiate among the key debates on IPV.
- b) Develop an understanding of key social science research on IPV.
- c) Assess the historical, social, cultural, and political contexts that contribute to, maintain, and justify IPV.
- d) Evaluate the differential impact of IPV on special populations.
- e) Compare the theoretical perspectives, behavioral dynamics, cycle of violence, and other models developed to increase our understanding of IPV.
- f) Identify IPV prevention efforts and community services available to the victims and perpetrators of IPV.

III. Course Outline [Below are example topics and content for this course.]

- Week 1: What is Intimate Partner Violence?
 Changing terms
 Competing definitions
- Week 2: Measuring Intimate Partner Violence
 National Violence against Women Survey (NVAWS)
 National Crime Victimization Survey (NCVS)
 Conflict Tactics Scale (CTS)
- Week 3: Are Men and Women Equally Violent
 Gender symmetry vs. gender asymmetry
 Situational couple violence, intimate terrorism, and violent resistance
- Week 4: Why Do Women Stay?
 Problems with asking this question
 Victim blaming
 The media's influence on public perceptions of intimate partner violence
- Week 5: Special Populations
 Race/ethnicity and intimate partner violence
 Social class and intimate partner violence
- Week 6: Special Populations (continued)
 Sexual orientation and intimate partner violence

Lesbian women
Gay men
Transgender individuals

Week 7: Special Topics
Effects of intimate partner violence on children
Intergenerational transmission of violence thesis

Week 8: Special Topics (continue)
Animals abused within the context of a battering relationship
Battered pets and women's decision to "stay" in the relationship

Week 9: Midterm Evaluation
Complete Discussion of Material to Date
Midterm Exam

[Note: Individual faculty should adjust the course schedule for breaks/holidays, such as Labor Day or MLK Day, Spring or Thanksgiving break, and reflect them in the syllabus.]

Week 10: Special Topics (continued)
Marital rape
Historical legacy
Current estimates
State marital rape laws

Week 11: Special Topics (continued)
Dating violence
Acquaintance rape

Week 12: Special Topics (continued)
Stalking
Stalking during and following a battering relationship

Week 13: Responding to Intimate Partner Violence
The Battered Women's Movement
Women's shelters
Community responses

Week 14: Responding to Intimate Partner Violence (continued)
Police response
Mandatory arrest policies
Court/legal response
Battered women who kill their abusive partners

Week 15: Exam Week
Culminating Activity: Examination and/or Presentations

[Note: Each faculty member should determine the culminating activity and state it in the syllabus.]

IV. Evaluation Methods

The final grade will be determined as follows:

Participation	0 to 15%
Writing assignments	10 to 50%
Class presentation(s)	0 to 25%
Quizzes (may be in-class or take-home, multiple choice and/or essay)	0 to 40%
Exams (may be in-class or take-home, multiple choice or essay)	25 to 75%
Other forms of evaluation	0 to 50%

Must total 100%

This arrangement is designed to provide faculty with maximum flexibility and academic freedom in regard to the design of their courses.

[Note: Individual faculty members should determine the methods of evaluation for student learning in the course. The methods and their proportion of the course grade should be listed in the syllabus provided to students. The percentages may vary from those indicated here; the parameters above are merely suggested minimum and maximum weights for different types of methods of evaluation frequently used in courses.]

V. Grading Scale

Grading Scale: A: 90% or higher B: 80-89% C: 70-79% D: 60-69% F: 59% or lower

VI. Attendance Policy

IUP expects students to attend class. University policy permits students unexcused absences without penalty as follows: 3 absences in classes that meet for 50 minutes 3 times per week (i.e., MWF classes); 2 absences in classes that meet for 75 minutes twice per week (i.e., (T, Th classes); and 1 absence in classes that meet for 150 or more minutes once per week.

[Note: Individual faculty members should develop an attendance policy for the course that it is in keeping with the university's policy (see the undergraduate catalog for Undergraduate Course Attendance Policy). The faculty member's attendance policy for the course should be included in the syllabus provided to students.]

VII. Required textbooks, Supplemental Books, and Readings

[One or more texts, such as the sample texts below, supplemented by other readings and videos.]

Berns, Nancy. 2004. *Framing the Victim: Domestic Violence, Media, and Social Problems*. Hawthorne NY: Transaction/Aldine Books.

Hattery, Angela J. 2009. *Intimate Partner Violence*. Lanham MD: Rowman and Littlefield Publishers, Inc.

Weiss, Elaine. 2004. *Surviving Domestic Violence: Voices of Women who Broke Free*. Volcano CA: Volcano Press.

VIII. Special Resource Requirements

Technology Skills and Software

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use an appropriate web based instructional software such as Moodle and associated tools, including discussion/chat, quizzing, and assignment submission features

- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate appropriate online conduct

Technical Support

Technical support for computer issues and technology related to this course is available from the Indiana University of Pennsylvania IT Support Center (724-357-4000, G-35 Delaney Hall). When you contact them you should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal IT Support Center hours, you can also submit your error or question via e-mail at it-supportcenter@iup.edu or via electronic form available online in Moodle.

Disability Services

IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

Academic Integrity

IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: <http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm>). Practicing academic integrity means you do not:

- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Use unauthorized materials and resources during quizzes and tests.
- Possess course examination materials without the prior knowledge of the instructor.
- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on an assignment or exam, an F for the course, and referral to the university for judicial review and potential sanctions that may include suspension or expulsion from the university.

IX. Bibliography

Bachman, Ronet. 2000. "A Comparison of Annual Incidence Rates and Contextual Characteristics of Intimate Partner Violence against Women from the National Crime Victimization Survey (NCVS) and the National Violence Against Women Survey (NVAWS)." *Violence Against Women* 6, 8: 839-867.

Bergen, Raquel Kennedy, and Paul Bukovec. 2006. "Men and Intimate Partner Rape." *Journal of Interpersonal Violence* 21, 10: 1375-1384.

Hines, Denise A., and Kathleen Malley-Morrison. 2005. *Family Violence in the United States*. Thousand Oaks CA: Sage Publications.

Johnson, Michael P. 2007. "Domestic Violence: The Intersection of Gender and Control." Pp. 257-268 in *Gender Violence: Interdisciplinary Perspectives* (2nd edition), edited by Laura L. O'Toole, Jessica R. Schiffman, and Margie L. Kiter-Edwards. New York: New York University Press.

Keating, Barbara (Ed.). 2007. *Teaching about Family and Gender Violence*. Washington DC: American Sociological Association.

Loseke, Donileen R., and Spencer E. Cahill. 2005. "The Social Construction of Deviance: Experts on Battered Women." Pp. 223-235 in *Violence against Women*, edited by Claire M. Renzetti and Raquel Kennedy Bergen. Lanham MD: Rowman & Littlefield Publishers, Inc.

Loseke, Donileen R., Richard J. Gelles, and Mary M. Cavanaugh (Eds.). 2005. *Current Controversies on Family Violence*. Thousand Oaks CA: Sage Publications.

Renzetti, Claire M. 1997. "Violence and Abuse among Same-sex Couples." Pp. 70-89 in *Violence between Intimate Partners: Patterns, Causes, and Effects*, edited by Albert P. Cardarelli. Upper Saddle River NJ: Allyn and Bacon.

Rothman, Emily F., David G. Mandel, and Jay G. Silverman. 2007. "Abusers' Perceptions of the Effect of Their Intimate Partner Violence on Children." *Violence Against Women* 13, 11: 1179-1191.

Wallace, Harvey. 2008. *Family Violence: Legal, Medical, and Social Perspectives*. Boston: Pearson/Allyn & Bacon.

Weitzman, Susan. 2000. *"Not to People Like Us": Hidden Abuse in Upscale Marriages*. New York: Basic Books.

Conceptual Framework	INTASC Standards	NCSS Program Standards	Course Objectives	Course Assessment
1a	1	5 Individuals, Groups and Institutions	(a) – (f)	Midterm Evaluation Final Evaluation