

# SOC315H1 S

## Domestic Violence

### Winter 2024 Syllabus

#### Course Meetings

##### SOC315H1 S

Section	Day & Time	Delivery Mode & Location
LEC0101	Friday, 11:10 AM - 1:00 PM	In Person:

Refer to ACORN for the most up-to-date information about the location of the course meetings.

#### Course Contacts

**Instructor:** Eugene Emeka Dim

**Email:** [eugene.dim@mail.utoronto.ca](mailto:eugene.dim@mail.utoronto.ca)

**Office Hours and Location:** Friday 2 pm – 3 pm (via Zoom) or by appointment Zoom: See the announcement on Quercus

#### Course Overview

This course will provide an overview of the different forms of domestic criminal violence, concentrating primarily on intimate partner violence and child abuse. We will focus on the methodological problems in assessing the nature and extent of these types of violence, the risk factors and correlates of both offending and victimization and the theoretical explanations that have been offered for these crimes. We also consider the social and legal responses to intimate partner violence and child abuse.

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We will also examine the intersectional perspectives of DV by looking at the relevance of multiple dimensions such as race, class, and age.

#### Course Learning Outcomes

**Student Learning Outcomes:** By the end of the course, you will be able to:

1. Demonstrate an understanding of the issues within the study of DV (i.e., the forms of DV, how victims seek help or respond to DV, and experiences of DV among children and the elderly).
2. Show an understanding of domestic violence at the intersections of various social positions, such as race, class, and age.
3. Appreciate the diverse nuances and contexts in which DV takes place. You will be able to point to some of the similarities and differences of DV experiences among those in the global North and global South. You will also be able to appreciate the contexts of race and culture in DV experiences.
4. Improve your critical reading skills and critically assess intellectual arguments on the subject of DV.

**Prerequisites:** 1.0 SOC credit at the 200+ level

**Corequisites:** None

**Exclusions:** SOC328H1

**Recommended Preparation:** SOC212H1

**Credit Value:** 0.5

## Course Materials

### Suggested course text:

Devaney, J., Bradbury–Jones, C., Macy, J., Overlien, C. & Holt, S. (eds.) (2021). *The Routledge International Handbook of Domestic Violence and Abuse*. London: Routledge.

Payne, B. K. & Gaaney, R. R. (2015). *Family Violence & Criminal Justice: A Life-Course Approach*. 3rd Ed. New York, NY: Routledge.

## Marking Scheme

Assessment	Percent	Details	Due Date
<b>Class Participation</b>	20%		No Specific Date
<b>Reflection Essays</b>	30%		2024-03-28
<b>Mid-term Test</b>	25%		2024-02-16
<b>Final paper</b>	25%		2024-01-14

### Class participation (20%)

Students will be expected to be actively engaged in the lectures. Students are expected to be actively engaged in the lectures. After some classes, several questions will be posted on Quercus that would require short answers worth 5%. This will be undertaken in four classes. The questions will be strictly informed by in-class conversations of the lecture material and lecture slide discussions.

## Reflection Essays (30%)

After our first class, you will complete **three reflection essays** on the assigned course materials. Each of these essays is worth 10%. The aim of these essays is to critique an author or idea and relate that critique to a personal experience you have had. The basic premise of this assignment is that no argument or idea is perfect, hence, the room for a critique. The objectives of the reflection essay are to (1) provide an opportunity for you to engage with the course material on your own prior to lectures, (2) help you think about how to make an argument for or against an idea, and (3) reflect on how the issues we discuss in class relate to some of the realities you have read or experienced in your community. All 3 essays must be typed in a Word document and submitted on Quercus before the final lecture day of the course. Each essay should be around **1000 words and not exceed three pages** (with your student number and name noted at the top of the page). You can either apply double-spaced or single-spaced to the essay, whichever is your preference. You can use any standard font, and the font size should be **12**. See the Course Schedule for all assigned materials and due dates.

**The structure of each reflection essay would be:** 1) Do you agree or disagree with the proposition suggested by theory or Author X? 2) And why? Your agreement or disagreement needs to be substantiated by some data point or another theoretical argument within the course materials. 3) Which personal experience or event (you have witnessed) reflects your critique of that theory or article? These experiences do not need to be personal, but they can include a news piece, an incident in your neighbourhood, or a concern you have noticed in your community.

Before you make your argument, you would need to provide a short description of the core ideas of the theory in the first paragraph, and at the end of the first paragraph, state if you agree or disagree with the theory. More importantly, and due to the word limit of each essay, you are only allowed to agree or disagree; you are not allowed to do both. Thus, you are expected to point to one or a few of these flaws and substantiate your argument or position. You should not strawman the position of the author or impute upon the author what they did not say. Your essay must provide a fair representation or description of whatever aspect of the author's argument you want to agree or disagree with. Also, at least one of the reflection essays should disagree with an author or theory, and another should agree. You should not have all three reflection papers agree or disagree. The first reflection essay should be submitted by **February 1<sup>st</sup>**. The remaining two reflection essays should be turned in by **March 28<sup>th</sup>**.

## Mid-term Test (25%)

The in-class midterm test will feature a combination of several short- and long-answer questions based on the course materials from lectures from January 12<sup>th</sup> to February 9<sup>th</sup>.

## Final paper (25%)

Part of the assessment of this course involves a review of a movie (a Nigerian movie named *The Wildflower*) or one of the episodes from Law and Order: Special Victims Unit (Season 23 Episode 22 or Season 22 Episode 15). I will be providing the video files for the assignment.

Please, review only the video files I post on Quercus, as I may have made a few alterations to the file to make it appropriate for this course. The movie and TV series I prescribe are meant to enable students to examine the nuances and contexts of IPV.

The review essay will need to address three major themes:

- How do the theories and concepts of IPV apply to everyday life and enable us to get a better understanding of the phenomenon?
- What are some of the nuances and contexts of IPV victimization?
- How do the course materials inform our understanding of the various means individuals respond to or seek help for IPV?

Please, you will need to focus on the order of these themes in your essay. I will discuss how one can properly align these themes in the final paper during lecture periods. The movie plots, dialogues, and scenes will be used as concrete examples of these three dimensions. However, you will have to bring in the course material to further buttress your point and substantiate any claims you believe were not directly made in the movie. The essay must have at least five references from the course materials. More importantly, the essay must have a **theoretical or conceptual framework** upon which the paper is built. This theoretical and conceptual framework would normally come after the introductory and/or definition of concepts sections. Your paper will also need to integrate course readings into the review. At least, six of the course readings should be cited for the paper. Please, unless you are citing a data point or statistical information, we expect all the citations to be related to the material in this course outline.

The content of the review should be **should not exceed seven pages**. The term paper will need a cover page that states your student number and name stated on the first page, and the last page(s) should be for references. Please apply double-spaced to the review content. The preferred font for the essays is **Times New Roman**, and the font size should be **12**.

The final paper is due on April 17<sup>th</sup>.

### Late Assessment Submissions Policy

Late assignments for reasons that are within your control will be penalized 5% marks per day. The penalty will run from the day the assignment was due until the day it is submitted to the instructor via Quercus.

### Course Schedule

*\* Every week, after class, I will be giving specific instructions as to the important aspects of the readings that should be done before the next class.*

Week	Description
<b>Week 1</b>	<b>Part 1: Concepts, Theories, and Methods</b> <b>1.1: Introduction</b>
Jan 12	* Sokoloff, N.J. & Dupont, I. (2005). Domestic violence: Examining the intersections of race, class, and gender - An introduction. In N.J. Sokoloff & C. Pratt (Eds) Domestic

	<p>Violence at the Margins: Readings on Race, Class, Gender, and Culture (pp. 1-10). Piscataway, NJ: Rutgers University Press.</p> <p><i>Additional (Optional) readings</i></p> <p>* Payne, B. K. &amp; Gaaney, R. R. (2015). <i>Family Violence &amp; Criminal Justice: A Life-Course Approach (3<sup>rd</sup> Ed.)</i>. New York, NY: Routledge. (Chapter 1)</p>
<p><b>Week 2</b></p> <p>Jan 19</p>	<p><b>1.2: Definitions and Methodological perspectives</b></p> <p>* Jaquier et al. (2011). Research Methods, Measures, and Ethics. In C.M. Renzetti, J.L. Edleson, R.K. Bergen (Eds), <i>Sourcebook on Violence Against Women</i>.</p> <p>* Basile, K.C. &amp; Black, M.C. (2011). Intimate Partner Violence Against Women. In C.M. Renzetti, J.L. Edleson, R.K. Bergen (Eds), <i>Sourcebook on Violence Against Women</i>. – an electronic version is available on the UofT library website. (Read up until the section “why women cannot easily leave”)</p> <p><i>Additional (Optional) readings</i></p> <p>* Green, S. O. &amp; Morton, S. (2021). Listening to less–heard voices. In Devaney, J., Bradbury–Jones, C., Macy, J., Overlien, C. &amp; Holt, S. (eds.) (2021). <i>The Routledge International Handbook of Domestic Violence and Abuse</i>. London: Routledge.</p>
<p><b>Week 3</b></p> <p>Jan 26</p>	<p><b>1.3: Theories and risk factors</b></p> <p>* DeKeseredy &amp; Schwartz (2011). Theoretical and definitional issues in violence against women. In C.M. Renzetti, J.L. Edleson, R.K. Bergen (Eds), <i>Sourcebook on Violence Against Women</i>. – an electronic version is available on the UofT library website. <b>(Start with the section “Theories of violence against women in intimate relationships”)</b></p> <p>* Lawson, J. (2012). Sociological theories of intimate partner violence. <i>Journal of Human Behavior in the Social Environment</i>, 22(5), 572-590.</p> <p><i>Additional (Optional) readings</i></p> <p>* Bjørnholt, M. (2021). Domestic violence and abuse through a feminist lens. In Devaney, J., Bradbury–Jones, C., Macy, J., Overlien, C. &amp; Holt, S. (eds.) (2021). <i>The Routledge International Handbook of Domestic Violence and Abuse</i>. London: Routledge.</p> <p>* Cares, A. C., Reckdenwald, A. &amp; Fernandez, K. (2021). Domestic violence and abuse through a sociological lens. In Devaney, J., Bradbury–Jones, C., Macy, J., Overlien, C. &amp; Holt, S. (eds.) (2021). <i>The Routledge International Handbook of Domestic Violence and Abuse</i>. London: Routledge.</p> <p>* Langhinrichsen–Rohling, J., McCullars, A. &amp; Misra, T. A. (2012). Motivations for Men and Women’s Intimate Partner Violence Perpetration: A Comprehensive Review.</p>

	Partner Abuse, 3(4): 429–468.
<b>Week 4</b> Feb 2	<p><b>1.4: IPV Against Men</b></p> <p>* Desmarais, S. L., Reeves, K. A., Nicholls, T. L., Telford, R. P., &amp; Fiebert, M. S. (2012a). Prevalence of Physical Violence in Intimate Relationships, Part 1: Rates of Male and Female Victimization. <i>Partner Abuse</i>, 3(2), 140–169.</p> <p>* Lysova, A., Dim, E. E. &amp; Dutton, D. (2019). Prevalence and consequences of intimate partner violence in Canada as measured by the national victimization survey. <i>Partner Abuse</i>, 10(2): 199–221.</p> <p>* Dim, E. E. (2021). Experiences of Physical and Psychological Violence Among Male Victims in Canada: A Qualitative Study. <i>International Journal of Offender Therapy and Comparative Criminology</i>, 65(9): 1029–1054.</p> <p><i>Additional (Optional) readings</i></p> <p>* Desmarais, S. L., Reeves, K. A., Nicholls, T. L., Telford, R. P., &amp; Fiebert, M. S. (2012b). Prevalence of Physical Violence in Intimate Relationships, part 2: Rates of Male and Female Perpetration. <i>Partner Abuse</i>, 3(2), 170–198.</p> <p>* Randle, A. A., &amp; Graham, C. A. (2011). A review of the evidence on the effects of intimate partner violence on men. <i>Psychology of Men &amp; Masculinity</i>, 12(2), 97–111.</p>
<b>Week 5</b> Feb 9	<p><b>Part 2: Dynamics of IPV among vulnerable populations and different social contexts</b></p> <p><b>2.1: Child Abuse</b></p> <p>* Sternberg, K. J., Baradaran, L. P., Abbott, C. B., Lamb, M. E. &amp; Guterman, E. (2006). Type of violence, age, and gender differences in the effects of family violence on children's behavior problems: A mega-analysis. <i>Developmental Review</i>, 26: 89–112</p> <p>* Kertesz, M., Fogden, L. &amp; Humphreys, C. (2021). Domestic violence and the impact on children. In Devaney, J., Bradbury–Jones, C., Macy, J., Overlien, C. &amp; Holt, S. (eds.) (2021). <i>The Routledge International Handbook of Domestic Violence and Abuse</i>. London: Routledge.</p> <p>* Gershoff, E. T. (2010). More harm than good: A summary of scientific research on the intended and unintended effects of corporal punishment on children. <i>Law and Contemporary Problems</i>, 73(2), 31-56.</p> <p><i>Additional (Optional) readings</i></p> <p>* Finkelhor, D. (2020). Trends in adverse childhood experiences (ACEs) in the United States. <i>Child Abuse &amp; Neglect</i>, 108, 104641.</p> <p>* Hughes, H. M., Parkinson, D. &amp; Vargo, M. (1989). Witnessing spouse abuse and experiencing physical abuse: A double whammy? <i>Journal of Family Violence</i>, 4 (2):</p>

	197–209.
<b>Week 6</b> Feb 16	<b>Midterm Test</b>
<b>Week 7</b> Feb 23	<b>Reading week - No classes</b>
<b>Week 8</b> March 1	<p><b>2.2: Elder Abuse</b></p> <p>* Storey, J. E. (2020). Risk factors for elder abuse and neglect: A review of the literature. <i>Aggression and Violent Behavior</i>, 50, 101339.</p> <p>* Moon, A. (2000). Perceptions of elder abuse among various cultural groups: Similarities and differences. <i>Generations</i>, 24(2), 75-80.</p> <p><i>Additional (Optional) readings</i></p> <p>* Payne, B. K. &amp; Gainey, R. R. (2015). Family Violence &amp; Criminal Justice: A Life-Course Approach. 3rd Ed. New York, NY: Routledge. (Chapter 6)</p> <p>* Tam, S. &amp; Neysmith, S.M. (2006). Disrespect and isolation: Elder abuse in Chinese communities. <i>Canadian Journal on Aging</i>, 25(2), 141-151.</p>
<b>Week 9</b> March 8	<p><b>2.3: DV by race and culture I</b></p> <p><b>South America:</b> Flake, D. F. &amp; Forste, R. (2006). Family Characteristics Associated with Domestic Violence in Five Latin American Countries. <i>Journal of Family Violence</i>, 21:19–29.</p> <p><b>African American community:</b> Hampton, R., Oliver, W. &amp; Magarian, L. (2003). Domestic Violence in the African American Community. <i>Violence Against Women</i>, 9(5): 533–557.</p> <p>Menjivar, C. &amp; Salcido, O. (2002). Immigrant women and domestic violence: Common experiences in different countries. <i>Gender &amp; Society</i>, 16(6), 898-920.</p> <p><i>Additional (Optional) readings</i></p> <p>* Raj, A. &amp; Silverman, J. (2002). Violence against immigrant women: The roles of culture, context, and legal immigrant status on intimate partner violence. <i>Violence Against Women</i>, 8(3), 367-398.</p>
<b>Week 10</b> March	<p><b>2.4: DV by race and culture II</b></p> <p><b>South–Asia:</b> Abraham, M. (1999). Sexual abuse in South Asian immigrant marriages. <i>Violence Against Women</i>, 5(6), 591-618.</p>

15	<p><b>Africa:</b> Dim, E. E. (2018). Ethnoregional dynamics of Intimate Partner Violence Against Women in Nigeria. <i>Trauma, Violence, and Abuse</i>, 1–16.  <a href="https://doi.org/10.1177/1524838018801335">https://doi.org/10.1177/1524838018801335</a></p> <p><i>Additional (Optional) readings</i></p> <p>* Dasgupta, S.D. (2005). Women’s realities: Defining violence against women by immigration, race, and class. In N.J. Sokoloff &amp; C. Pratt (Eds) <i>Domestic Violence at the Margins: Readings on Race, Class, Gender, and Culture</i> (pp. 56-70). Piscataway, NJ: Rutgers University Press.</p>
<p><b>Week 11</b> March 22</p>	<p><b>Part 3: Seeking help and institutional responses to Domestic Violence</b></p> <p><b>3.1: Help-seeking Behaviour I</b></p> <p>* Liang, B., Goodman, L., Tummala-Narra, P. &amp; Weintraub, S. (2005). A theoretical framework for understanding help-seeking processes among survivors of intimate partner violence. <i>American Journal of Community Psychology</i>, 36(1/2), 71-84. <b>(skip sections: “social support and mental health,” “social support and physical safety,” and “implications for research and practice”)</b></p> <p>* Lelaurain, S., Graziani, P. &amp; Lo Monaco, G. (2017). Intimate Partner Violence and Help-Seeking: A Systematic Review and Social Psychological Tracks for Future Research. <i>European Psychologist</i>, 22(4): 263–281.</p> <p><i>Additional (Optional) readings</i></p> <p>* Goodson, A. &amp; Hayes, B. E. (2021). Help-Seeking Behaviors of Intimate Partner Violence Victims: A Cross-National Analysis in Developing Nations. <i>Journal of Interpersonal Violence</i>, 36(9-10): NP4705–NP4727.</p> <p>* Douglas, E. M., &amp; Hines, D. A. (2011). The help-seeking experiences of men who sustain intimate partner violence: An overlooked population and implications for practice. <i>Journal of Family Violence</i>, 26(6), 473–485.</p>
<p><b>Week 12</b> March 29</p>	<p>Good Friday (University closed – no classes)</p>
<p><b>Week 13</b> April 5</p>	<p><b>3.2: Response to Domestic Violence</b></p> <p>* Miller, S.L., Iovanni, L. &amp; Kelley, K.D. (2011). Violence Against Women and the Criminal Justice Response. In C.M. Renzetti, J.L. Edleson, R.K. Bergen (Eds), <i>Sourcebook on Violence Against Women</i>. – an electronic version is available on the UofT library website. (Read up until the section “sexual assault” and read the conclusion)</p> <p>* Payne, B. K. &amp; Gainey, R. R. (2015). <i>Family Violence &amp; Criminal Justice: A Life-</i></p>



	<p><i>Course Approach. 3rd Ed.</i> New York, NY: Routledge. (Chapter 9)</p> <p>* Dim, E. E. &amp; Lysova, A. (2022). Male Victims' Experience with the Criminal Justice Response to Intimate Partner Abuse. <i>Journal of Interpersonal Violence</i>, 37(15-16): NP13067-NP13091.</p> <p><i>Additional (Optional) readings</i></p> <p>* Stover, C. S., Meadows, A. L., &amp; Kaufman, J. (2009). Interventions for intimate partner violence: Review and implications for evidence-based practice. <i>Professional Psychology: Research and Practice</i>, 40(3), 223.</p>
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## Policies & Statements

### Late/Missed Assignments

This item is listed here to remind you to include your late/missed assignment policy; if you have late penalties, you are required to publish them in your syllabus. Please see the [A&S Academic Handbook \(https://www.artsci.utoronto.ca/faculty-staff/teaching/academic-handbook\)](https://www.artsci.utoronto.ca/faculty-staff/teaching/academic-handbook) sections on missed term work (Section 4.7), late term work and extensions (section 4.8), and missed term tests (Section 5.3) for more information.

### Plagiarism Detection Tool

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

### Students with Disabilities or Accommodation Requirements

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting <https://studentlife.utoronto.ca/departments/accessibility-services/>. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

### Academic Integrity

All suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters](https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019) (<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources. For example, to learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at <http://www.writing.utoronto.ca>. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see [A&S Student Academic Integrity](https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity) (<https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity>) and the [University of Toronto Website on Academic Integrity](https://www.academicintegrity.utoronto.ca) (<https://www.academicintegrity.utoronto.ca>).

### **Make-Up Quizzes/Tests**

This item is listed here to remind you that you may wish to include your policy on make-up quizzes and term tests in your syllabus. There is some latitude in designing a policy that will work in the context of your course, but any policy works best if it is stated clearly from the outset and applied fairly and consistently. See Section 5.3 in the [A&S Academic Handbook](https://www.artsci.utoronto.ca/faculty-staff/teaching/academic-handbook#TermTests) (<https://www.artsci.utoronto.ca/faculty-staff/teaching/academic-handbook#TermTests>).

### **Participation + Conduct in Class**

Many instructors find it helpful to state in their syllabi their goals for norms and practices of listening, conversation, and debate in the classroom. If you are using online tools for class discussion or have group work, you should consider including text that speaks to norms and expectation for those contexts as well. We have not provided sample text here, as this is best crafted by each instructor, in conversation with colleagues. You may find two documents particularly helpful: The Code of Student Conduct and The Code of Behaviour on Academic Matters, which begins with a compelling call for faculty and students to collectively uphold the "integrity of the teaching and learning relationship." Both Codes can be found at [the Governing Council](https://governingcouncil.utoronto.ca) website.

### **Re-marking Policy - Timeline and Protocol**

This item is listed here to remind you that A&S policy on re-mark requests for term work specifies that students have two weeks from when the work was returned to make such a request. If you want to include a re-marking policy in your syllabus, please consult Section 4.13 in the [A&S Academic Handbook](https://www.artsci.utoronto.ca/faculty-staff/teaching/academic-handbook#AssignmentsAssessmentTermWork) on re-marking protocol (<https://www.artsci.utoronto.ca/faculty-staff/teaching/academic-handbook#AssignmentsAssessmentTermWork>).