Family Violence Seminar
Sociology 904, Spring 2021
Wednesday 1:30-4:00 p.m.
Style of Class: Web Conferencing (Zoom)

Dr. Kimberly A. Tyler       Phone:  (402) 472-3631
717 Oldfather Hall                   Email: kim@ktresearch.net
Office Hours: Tues. & Thurs. 8:00-9:00 a.m. and by appt.                                    or ktyler2@unl.edu

Note: The format of this class will be Web conferencing using Zoom. You are also required to use Canvas for this course to view assignments, readings, grades, announcements, etc.

Course Overview and Objectives:

This seminar will focus on research pertaining to the study of family violence. We will discuss some of the latest research in family violence as well as cover theories of family violence, family violence during the pandemic, child abuse and neglect, teen dating violence, violence directed toward older adults, and intimate partner violence. In addition to being a discussant for the weekly readings, you will receive professional development training including being a peer reviewer for a student paper, responding to their review of your paper, writing a research/critical review paper, and honing your presentation skills throughout the semester.

Required Readings:

Required readings for this class will consist of scholarly research articles listed in the schedule of assignments for each week. You will also need to read additional sources that you identify for your paper.

Course Requirements:

This course will be conducted as a seminar. A seminar is a small group of students who take responsibility for learning or mastering some sections of the material and for sharing their insights, critique, commentary, and questions with other group members. Seminar members are both teaching and learning simultaneously, shifting back and forth between these two roles. This means that each member is obligated not only to do the required readings, but to think deeply about them and be able to communicate one's ideas with others in a discussion format.

Participation. Being in a seminar means thorough preparation and attendance at each class meeting. A participation grade will be assigned to each student based on demonstration of completion of readings, contributions to the class discussion, and overall attendance. Average work for a graduate student is considered “B” work. [Please note that a B- is not a passing grade for a graduate level seminar]. Average participation means regular attendance and readiness to discuss articles. An above average grade will be assessed on quality of your participation. Below average grade will reflect lack of preparedness, failure to discuss the readings and participate in class discussion. Participation is worth 10% of your course grade.

Class Discussant Leader. Each student will be expected to share leadership of the seminar throughout the semester by being prepared to present and discuss one or two articles per week. You will need to type up (and turn in) a summary of the article(s). Your summary should be approximately 2 pages in length and include approximately 4 discussion questions for the class. You may use bullet points for
your summary (see sample summary posted in Canvas). Please email me (kim@ktresearch.net) a copy of your summary prior to the start of class in which you are a discussant. Articles will be assigned ‘in class’ for next class session. Class discussant leader will count for 30% of your course grade.

**Peer Reviewer Role.** Each student will serve as a peer reviewer for one of the term papers. The peer reviewer will provide both a written (~1-2 pages) and oral review of a paper on the day that the paper is presented. The peer reviewer must receive a rough draft of your paper one week (i.e. April 14th or April 21st) prior to your presentation. The author of the paper will need to write a letter to me (i.e. editor) that explains how you addressed the reviewer’s comments when you turn in your final paper. Both these tasks are extremely important exercises in professional development. This process will provide invaluable training for when you submit your papers for publication to professional journals. The role of peer reviewer is worth 15% of your course grade.

**Term Paper.** You are expected to write a term paper related to family violence. You can either choose (1) a critical literature review (including literature review, theory, hypotheses, etc.) or a research paper. Guidelines will be posted on Canvas. The paper must be based significantly on readings and research materials that go beyond the course reading list. First, you will submit a 1-2 page prospectus for approval and suggestions, which details your research question, paper format, data to be used if applicable, and at least four key references (including citations and article abstracts). This prospectus is due March 10th before the start of class. The complete paper is worth 35% of your course grade.

**Paper Presentation.** Each student will give a Power Point presentation (~15 minutes) of their paper to the class. Details for the presentation will be posted on Canvas. The paper presentation is worth 10% of your course grade.

After the presentation, the student will then revise the paper based on the input of the ‘peer reviewer’ and the class discussion and email me a final version of the paper, due May 5th by 1:00 pm. Papers submitted after this date and time will be subject to the late assignment policy below.

**For all assignments, please email a copy directly to me at:** kim@ktresearch.net.

**Each of the course requirements will make up the following proportions of the final grade:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall participation score</td>
<td>10%</td>
</tr>
<tr>
<td>Discussant leader</td>
<td>30%</td>
</tr>
<tr>
<td>Peer reviewer role</td>
<td>15%</td>
</tr>
<tr>
<td>Term paper</td>
<td>35%</td>
</tr>
<tr>
<td>Paper presentation</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98%-100%</td>
</tr>
<tr>
<td>A</td>
<td>95%-97%</td>
</tr>
<tr>
<td>A-</td>
<td>91%-94%</td>
</tr>
<tr>
<td>B+</td>
<td>88%-90%</td>
</tr>
<tr>
<td>B</td>
<td>85%-87%</td>
</tr>
<tr>
<td>B-</td>
<td>81%-84%</td>
</tr>
<tr>
<td>C+</td>
<td>78%-80%</td>
</tr>
<tr>
<td>C</td>
<td>75%-77%</td>
</tr>
<tr>
<td>C-</td>
<td>71%-74%</td>
</tr>
<tr>
<td>D+</td>
<td>68%-70%</td>
</tr>
<tr>
<td>D</td>
<td>65%-67%</td>
</tr>
<tr>
<td>D-</td>
<td>60%-64%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
</tr>
</tbody>
</table>

**Late Assignments:**

Please note that 10% will be deducted off your grade each day your assignment is late (this includes weekends). If you have connectivity issues, it is your responsibility to let me know ASAP.
Services for Students with Disabilities
The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options privately. To establish reasonable accommodations, I may request that you register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with me as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD contact information: 232 Canfield Admin. Bldg.; 402-472-3787.

Counseling and Psychological Services
UNL offers a variety of options to students to aid them in dealing with stress and adversity. Counseling and Psychological Services (CAPS) links to an external site; is a multidisciplinary team of psychologists and counselors that works collaboratively with Nebraska students to help them explore their feelings and thoughts and learn helpful ways to improve their mental, psychological, and emotional well-being when issues arise. CAPS can be reached by calling 402-472-7450. Big Red Resilience & Well-Being Links to an external site. BRRWB provides one-on-one well-being coaching to any student who wants to enhance their well-being. Trained well-being coaches help students create and be grateful for positive experiences, practice resilience and self-compassion, and find support as they need it. BRRWB can be reached by calling 402-472-8770.

Recording of Class-Related Activity
I invite all of you to join me in actively creating and contributing to a positive, productive, and respectful classroom culture. Each student contributes to an environment that shapes the learning process. Any work and/or communication that you are privy to as a member of this course should be treated as the intellectual property of the speaker/creator and is not to be shared outside the context of this course.

Students may not make or distribute screen captures, audio/video recordings of, or livestream, any class-related activity, including lectures and presentations, without express prior written consent from me or an approved accommodation from Services for Students with Disabilities. If you have (or think you may have) a disability such that you need to record or tape class-related activities, you should contact Services for Students with Disabilities. If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Failure to follow this policy on recording or distributing class-related activities may subject you to discipline under the Student Code of Conduct.

Course Conduct
I place a high value on respectful conduct in the classroom, representing diversity and acknowledging different opinions and experiences.

Engaging in classroom behavior conducive to lecture and learning outcomes.
• I expect students to arrive in class on-time. Being late may cause students to miss important announcements. Also, arriving late and interrupting lecture/discussions are disruptive to other students. If you arrive after attendance is taken, you may be marked absent.

• Students are expected to direct their attention to the lesson and participate in classroom activities. If students have something to contribute to class discussion, they should raise their hand.

• I welcome differing viewpoints and encourage students to express their ideas without personally attacking or demeaning others.
**Academic Integrity**

The University of Nebraska-Lincoln has set education objectives that aim to maintain academic integrity. Violations of academic integrity include, but are not limited to, plagiarism, cheating, submitting unoriginal work in whole or part, fabrication or falsification, abuse of academic materials, and complicity in academic dishonesty. Students who commit acts of academic dishonesty are subject to disciplinary action and are granted due process and the right to appeal any decision. If you are unaware of what constitutes academic dishonesty, please see an academic advisor or become familiar with the University’s Academic Integrity Policy (See http://stuafs.unl.edu/dos/code).

**Please note that I reserve the right to modify the syllabus to meet the needs of the course.**

**Schedule of Class Sessions and Reading Assignments**

**Jan 27**  
**Introduction and Family Violence During the Pandemic**

**Readings**


**Feb 3**  
**Theories of Family Violence**

**Readings**


Feb 10  Child Abuse & Neglect

Readings


Feb 17  Sibling Violence

Readings


Feb 24    Teen Dating Violence and Victimization

Readings


March 3    +Reading Day

- Discussion of Paper Topics – bring your paper ideas to class for discussion
- Peer Review Process Discussion – I will distribute examples for us to work through

March 10    College Student Dating Violence *(Prospectus due this day)*

Readings


*Continued on next page*


**March 17**

**Intimate Partner Violence**

*Guest Speaker: Friendship Home*

**Readings**


**March 24**

**Intimate Partner Violence Continued**

*Guest Speaker: Voices of Hope*

**Readings**


March 31

Violence in LGBTQ+ Relationships

Readings


April 7 +Reading Day

- Discussion of Paper Progress
- Discussion of Peer Review Process

April 14

Elder Abuse [Papers to Peer Reviewers]

Readings


Continued on next page

April 21   Paper Presentations & Peer Reviews *(Papers to Peer Reviewers)*

April 28   Paper Presentations & Peer Reviews

May 5      Final Papers Due by 1:00 p.m. (no class this day)

**Reminders:**

1. Recording of class is not permitted (see syllabus p. 3 for exception).
2. If you are going to be late for class or must leave early, please let me know ahead of time.
3. If you miss class, please obtain notes from a classmate, and then email me if you have further questions.

- **Other Course Policies:**
  - Students enrolled in the class have an expectation of privacy. Under no circumstance should students share other students’ work with people outside the class.
  - Please be respectful of me and your classmates: focus on active listening while others are speaking. You can see the basics of Zoom etiquette [here](https://health.unl.edu/counseling-and-psychological-services-caps).
  - If, for any reason, you are disruptive or disrespectful to your classmates, I may ask you to leave class for the day.

- **Technology Issues:** If you are experiencing a problem with Canvas (e.g., accessing materials), please let me know as soon as possible. Do not wait until 30 minutes before something is due: I will not be able to help you then. For any technical or computing questions, you can contact UNL Help Desk ([its.unl.edu/helpcenter/](https://its.unl.edu/helpcenter/)).

**UNL Student Resources:**

Department of Sociology: [http://soc.unl.edu](http://soc.unl.edu)

Office of Graduate Studies: [https://www.unl.edu/gradstudies/](https://www.unl.edu/gradstudies/)

Counseling & Psychological Services (CAPS): [https://health.unl.edu/counseling-and-psychological-services-caps](https://health.unl.edu/counseling-and-psychological-services-caps)

Student Involvement: [http://involved.unl.edu/](http://involved.unl.edu/)

Writing Center: [http://www.unl.edu/writing/home](http://www.unl.edu/writing/home)

UNL academic calendar: [https://registrar.unl.edu/academic-calendar/#tab2](https://registrar.unl.edu/academic-calendar/#tab2)
**+Reading Day**

“Instructors may temporarily reduce or redistribute the academic workload for their courses to allow for periods of less intense course requirements during the spring 2021 semester at their own discretion; possible curricular adjustments may include one or some combination of the following recommended accommodations:

- Up to four “Reading Days” interspersed throughout the semester to encourage course reading, for asynchronous assignments, for group discussion, or for creative assignments and project work, etc.
- A week-long “Test Holiday” (recommend the week of March 15-19 after the midterm) when class meets but no major quizzes or projects are due.
- Increasing quiz or test retake or grade replacement opportunities.
- Other activities at the discretion of the instructor.

(Approved by the faculty senate December 1, 2020).