

**Preventing and Responding to Interpersonal Violence**  
**Social Science 498-01 Spring 2017**  
**Mondays 6:00pm-8:50pm**

Professor: Alex Brown, MSW

Office: 633 Brice Ave. (Brice House) – by appt.

Phone: (530) 898-3768

Email: [ajbrown@csuchico.edu](mailto:ajbrown@csuchico.edu)

COURSE DESCRIPTION

This course is an introduction to interpersonal violence in the United States, with an emphasis on college and university settings. It will also be an examination of the principles of preventing interpersonal violence, with specific focus on sexual violence, dating/domestic violence, and stalking. Using the most current research, cultural artifacts, and analyses of interpersonal violence and violence prevention, students will examine how interpersonal violence is learned behavior that manifests differently depending on time, place, and social location (gender, race, socio-economic class, sexual orientation, gender identity, age, and ability). This course will utilize various perspectives to examine interpersonal violence, including: feminist, ecological, psychological, leadership, and social justice. Students will learn knowledge and skills for effectively responding to and advocating for survivors of interpersonal violence, and will gain analytical skills for promoting social change and preventing violence before it occurs. The professor will alternate between lecturing, using various forms of media, and facilitating discussion in the classroom.

This course is discussion and activity-intensive. You must be prepared to participate and engage in weekly group discussions and activities. This includes completing required readings prior to attending class. Additionally, the course will incorporate individual work and group work, guest lectures, and film screenings. Students will be required to complete written and oral presentations using empirical research, critical thinking, and creative approaches to subject matter.

LEARNING OBJECTIVES

1. Students will be able to demonstrate an understanding of the dynamics of sexual violence, dating/domestic violence, and stalking, using the most up to date research on these topics across multiple disciplines
2. Students will be able to demonstrate an understanding of various elements of and practices for preventing interpersonal violence from individual, relationship, community, and societal levels
3. Students will be able to think critically through analyses of current events, differing theories and concepts, policies, journal entries, and discussion
4. Students will develop an understanding of the impact of interpersonal violence on victims, survivors, and communities
5. Students will develop the skills and tools to respond to and advocate for victims and survivors of violence on campus in a trauma-informed way

Important Notes:

1. Most class periods will run from 6:00pm until 8:00pm, to provide ample time for debrief and self-care after classes. Some class periods will take the entire class period, and students are expected to be available during these times if needed.
2. This course requires an in-depth analysis of the issues of interpersonal violence. Discomfort is a common and normal response to many of the topics addressed in this course. Examples of such topics include sexual activities, various forms of oppression, personal experiences of survivors, and various forms of violence. This is not an exhaustive list, and if

you have concerns about these topics, this course may not be the most appropriate fit for you. Some options you may explore include:

- a. Scheduling time to meet and discuss the course with me, and ask questions prior to committing to it
  - b. Wait and see how you feel after the first two meetings before making your final decision
  - c. If at some point during the semester you become distressed or triggered, please connect with me so that I can ensure you are connected to support and resources
    - i. Some confidential campus and community resources are:
      1. Rape Crisis Intervention and Prevention 24-hour hotline: 530-342-7273
      2. Catalyst Domestic Violence Services 24-hour hotline: 800-895-8476
      3. Counseling and Wellness Center: 530-898-6345 (crisis walk-ins and same-day appointments available)
      4. Safe Place: 530-898-3030
3. Due to the serious nature of the issues discussed in this course, I am committed to creating an environment that prioritizes the safety of students in the classroom and fosters student learning. As such, time will be spent preparing for and debriefing difficult topics, engaging in therapeutic and grounding activities, demonstrating a commitment to the values of trauma-informed care, and evaluating these efforts with the class throughout the semester.
  4. Pursuant to the Title IX policy requirements, all faculty and staff at CSU, Chico have a responsibility to report allegations of sexual misconduct and harassment to the Title IX Coordinator. Although I would normally be labeled a "confidential resource" due to my role as the Advocate and Administrator at CSU, Chico Safe Place, in the role of professor I am considered a "responsible employee." This means that if a student shares that they have personally experienced one or more forms of interpersonal violence during class or in assignments, I will be required to disclose this information to the university's Title IX Coordinator.

What happens when that report is made? The Title IX office will reach out to you via email and then phone with resources that are available to you and a request to meet. You neither have to respond to this request nor are you required to meet with anyone related to what happened. This is simply an opportunity for the university to respond and ensure that you have the resources you may need. Only in extreme circumstances would they initiate a formal investigation against the wishes of a victim or survivor.

It is reasonable to assume that individuals choosing to take this course have some direct or indirect personal experience with the issues we discuss, and may be interested in addressing this as it relates to course content and contributes to the learning environment. If you choose to do so, please do so with the understanding that I will be required to share that information with the Title IX Office.

If you would like to meet with me in my capacity as the Safe Place Advocate/Administrator to discuss your personal experiences, please schedule an appointment to meet with me at the Safe Place office. Safe Place will remain a confidential resource available to you, and I will keep this communication open throughout the semester.

- a. As a state employee - and within all of my roles at Chico State - I am a mandated reporter in the following instances: a) If you are a danger of harming yourself or

others; b) in instances of child abuse or neglect where there is a child currently in danger; c) in instances of elder abuse or neglect; and d) if someone is in danger of experiencing severe harm by another person.

5. Although I will try to remain committed to the course schedule, I reserve the right to make changes as long as they are announced in class ahead of time. Please note that for especially difficult content, you will receive updates and warnings one to two class periods ahead of time to prepare yourself, care for yourself, and connect with me if needed.

### REQUIRED TEXTS

Videos, readings, and articles will be posted to Blackboard or emailed to you at least five days in advance of the upcoming class period.

*\*Please note that readings and videos may contain stories from or about survivors of interpersonal violence, and can therefore be emotionally difficult to read. Please take care of yourself by preparing for readings that are sent to you. The purpose of these readings is to orient students with a diverse range of experiences, build empathy and understanding for the impact violence has on survivors' lives, and explore effective approaches to supporting and responding to survivors and preventing violence from happening.*

### GRADING SCALE

A.....95-100	C+.....77-79
A-.....90-94	C.....74-76
B+.....87-89	C-.....70-73
B.....84-86	D+.....66-69
B-.....80-83	D.....60-65
	F.....59 or below

### COURSE REQUIREMENTS

Participation.....	20 points
Community Event Attendance and Write Up.....	10 points (5 points each)
Writing Responses.....	20 points (4 points each)
The CDC Health Simulation and Write Up.....	5 points
Research Paper.....	15 points
Research Paper Presentation.....	15 points
Current Event/Artifact.....	10 points
Self/Class Evaluation.....	5 points

### ACADEMIC INTEGRITY

Students should be familiar with the discussion of academic integrity in the Student Judicial Affairs section of the University Catalog, which can also be found online at <http://www.csuchico.edu/prs/EMs/2004/04-036.shtml>. Cheating is a serious academic offense and students who engage in plagiarism or academic dishonesty should expect to fail the course.

### ATTENDANCE

Because of the emphasis on thoughtful discussion of subject matter in class, attendance for this course is mandatory. Students are expected to maintain their attendance, and should discuss any upcoming absences with me in advance. Please note that attendance is incorporated into your participation grade, and excluding unusual circumstances, missing more than two classes during the semester will result in a failing grade.

### LATE WORK

Absent unusual circumstances, late work will not be accepted for full credit. Work turned in late will result in a point deduction at the discretion of the professor. Work turned in over three days late will not be accepted.

### IN-CLASS WRITINGS

A portion of your participation grade will depend on the completion of in-class writing reflections and activities based on the subject matter being discussed that week.

### STUDENTS WITH DISABILITIES

The Accessibility Resource Center (ARC) provides a variety of services to CSU, Chico students with temporary or permanent disabilities at no charge. ARC advisers are available to assist students with individual accommodations. Students are encouraged to meet with an adviser early to ensure proper coordination of accommodations. For further information, please call 530-898-5959. Please also connect with me if there is any way that I can personally support you in accessing accommodations.

### SAFETY, SELF-CARE, AND PROFESSIONALISM

Due to the serious and often uncomfortable nature of the topics and discussions included in this course, your safety in the learning environment is of the highest importance and value. I will strive to model a sense of balance and self-care throughout the semester, and I want to encourage and invite your skills and tools to the table as well. This is hard work, and my job is to maintain a healthy learning environment for everyone. Self-care is not a one-size-fits-all practice. Please talk with me if you are struggling or feeling unsafe, and we can discuss potential remedies and accommodations that fit your individual needs.

It is expected that you will make personal connections to the topics addressed in this course. Some may be direct personal experiences with an issue, some may involve indirect exposure to an issue, and some may clash with your previous beliefs and values systems. Any of these things can be challenging, and struggling through and connecting to topics is how we learn. However, repeated self-disclosure of direct personal experiences in the classroom can create an unsafe environment for the class and/or the discloser. I ask that these experiences be shared thoughtfully and respectfully with others in a way that contributes to the learning environment. Please review the Important Notes section above related to my reporting responsibility as a responsible employee prior to disclosing any personal experiences of interpersonal violence during class or within assignments.

### OVERVIEW OF ASSIGNMENTS

#### 1. PARTICIPATION (20 points)

Class participation will be evaluated based on how much you have contributed to your own, your classmates', and my learning over the course of the semester. A portion of your grade will be based upon your use of class time, which includes your level of participation in class discussions and activities, the use of electronic devices, completion of in-class assignments, and attendance.

#### 2. COMMUNITY EVENT ATTENDANCE AND WRITE-UP (10 points total)

To explore the events taking place at Chico State and within the Chico community, you will be required to attend two campus or community events relating to the subject matter. I will keep you apprised of various events, but will not provide an exhaustive list and am open to suggestions

and proposals from students. Events selected must relate to the topics of interpersonal violence, violence prevention, supporting survivors, healthy relationships, etc.

After attending the event, you will be required to complete a two-page (double-spaced) write-up exploring your experience using various questions to guide you. This assignment should not be a summary of the event, but a reflection of your experience, reference to course concepts, and critical analysis. You are invited to agree or disagree with the nature of the event, address ways in which it challenged you, propose ideas for how you would improve it, and use creativity in your analysis. Additional prompts will be provided to you related to this assignment.

### 3. WRITING RESPONSES (20 points total)

Students will complete five thoughtful 1-2 page, typed double-spaced responses to assigned readings throughout the semester. This course is broken down in to sixteen class sessions. Students should complete writing responses about one or more of the assigned readings for the upcoming session. Each response should provide a thoughtful consideration of aspects of the assigned reading. This is not a summary of the reading, but your careful and critical consideration of the reading. It may include an analysis of the reading, an application of what you read to something you are familiar with, a critique of the reading, and exploration of how the reading relates to your personal experiences or other things you have learned, etc. Please feel free to explain why you agree or disagree with what you have read.

Your grade will depend on meeting the page requirements and the requirement that the piece is a thoughtful assessment, not merely a summary. I want to see that you are engaging with the material, tying it in to the broader course or other courses, other readings, critiquing it, etc. **Each writing response will be worth up to four points.** When turning in the assignment, please make sure to include your name and which reading or readings you are discussing. Each response should be submitted prior to the class for which the readings are assigned. Please submit the first piece no later than the fifth class period (2/20), so that you can receive feedback and to make sure you are on the right track. All five must be submitted prior to the week before finals. **You may only submit one writing response per week, and I will only accept pieces that are submitted before class on the day that the reading is assigned.**

To accommodate different styles of expression and reflection, students are invited to accompany their writing responses with poetry, art, music, videos, or other creative outlets. Although writing must accompany the reflection, you may supplement your writing with one or more of these options.

### 4. The CDC Community Health Simulation (5 points)

By the second class of the semester, students will complete the Centers for Disease Control and Prevention (CDC) Community Health Simulation. The simulation will explore the connection between how communities function and the issue of violence. Students will complete the simulation and prepare to discuss the simulation at the beginning of class on February 6, 2017. A half page write up should accompany you to the first class, and be turned in during the class period.

### 5. RESEARCH PAPER: PREVENTING INTERPERSONAL VIOLENCE AT THE INTERSECTIONS (15 points for the paper, 15 points for the paper presentation)

For this assignment, students will be required to explore one or more forms of interpersonal violence through an intersectional lens. The goal will be to identify a population or sub-population that is impacted by interpersonal violence or overlooked with regards to prevention efforts on campus. This can be a community that is at increased risk for experiencing interpersonal violence, an overlooked or underserved population, a community that may experience specific

barriers when seeking support and/or services relating to interpersonal violence, a community that is challenging to reach with prevention efforts, etc.

The paper will explore how interpersonal violence intersects with this community or sub-group, address barriers to reaching this community with prevention or intervention practices, and propose an intervention to increase access to services or promote prevention within this group on campus. A list of questions and more detailed outline will be provided to you to help you structure the assignment, and I will be available to consult on your topic selection. Students will be expected to approach these topics in a thoughtful, culturally sensitive, and self-reflective way.

Some topic areas that may be considered are: male survivors, LGBTQ+ communities, individuals from diverse racial/ethnic backgrounds, faculty and staff, male-identified students and male engagement, individuals with disabilities, transgender communities, non-English speakers, Greek students, first year students, graduate students, parents, military personnel, older adults, male allies, current or former foster youth, perpetrators or potential perpetrators, graduate students, etc. Students are encouraged to be creative in their exploration of this topic. Students may choose to complete this assignment in pairs, if desired.

The paper must be at least 8-10 pages, 12-point font, typed, double-spaced, APA format, and must be accompanied by a References page (not included in page limit). You may submit a draft to me by April 17 if you would like feedback or comments from me prior to submitting a final draft.

As a component to this assignment, students will develop a 15-20 minute presentation summarizing and reflecting upon the research assignment, and answering questions that the class may have. The format of this presentation is entirely up to you, and creativity is encouraged. The presentation should effectively summarize your research, your proposed intervention, and additional questions you have related to the experience.

#### 6. CURRENT EVENTS/ARTIFACTS (10 points)

Throughout the semester, students will be required to present a current event or cultural artifact related to violence prevention or response. Current events may address individual, relationship, community, or societal/policy level issues. Cultural artifacts can range from poetry, music videos, song lyrics, pieces of art, blog posts, news articles, research, policies, etc. The purpose of this exercise is to analyze our cultural context in relation to violence prevention and response. Students will prepare a brief 5-minute overview of the event or artifact, address its significance to course content, ask a specific question for classmates to consider, and open a discussion with the class about the implications of the artifact.

#### 7. SELF/CLASS EVALUATION (5 points)

During the last week of classes, students will complete both verbal and written evaluations of their work, the course, and their learning. Attendance at the last class is mandatory.

## COURSE OUTLINE (SUBJECT TO CHANGE)

WEEK	DATE	TOPIC	READINGS	DUE
1	1/23	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Creating a safe learning environment</li> <li>• Getting to know each other</li> </ul>		
2	1/30	<ul style="list-style-type: none"> <li>• Introducing the Issues:               <ul style="list-style-type: none"> <li>◦ Dating/Domestic Violence</li> <li>◦ Sexual Violence</li> <li>◦ Stalking</li> </ul> </li> </ul>	Syllabus and Course Outline Blackboard readings	
3	2/6	<ul style="list-style-type: none"> <li>• Introducing the Issues, continued</li> <li>• Impacts of Interpersonal Violence</li> <li>• Exploring Models for Prevention</li> </ul>	Blackboard readings	CDC Community Health Simulation Assignment
4	2/13	<ul style="list-style-type: none"> <li>• Trauma and the Brain</li> <li>• Trauma Informed Responses</li> <li>• Self-Care, Boundaries, and Burnout</li> </ul>	Blackboard readings	First Writing Response Due by this date
5	2/20	<ul style="list-style-type: none"> <li>• Affirmative Consent</li> <li>• Healthy Sexuality</li> </ul>	Blackboard readings	
6	2/27	<ul style="list-style-type: none"> <li>• Bystander Intervention</li> <li>• The Green Dot Model</li> </ul>	Blackboard readings	
7	3/6	<ul style="list-style-type: none"> <li>• The Green Dot Model</li> </ul>		
8	3/13	SPRING BREAK, NO CLASSES	Blackboard readings	
9	3/20	<ul style="list-style-type: none"> <li>• Let's Get Real About Relationships</li> <li>• Healthy Relationships</li> </ul>	Blackboard readings	Research paper topics due (1 paragraph)
10	3/27	<ul style="list-style-type: none"> <li>• Rape Culture &amp; Victim Blaming</li> <li>• Privilege, Intersectionality, and Interpersonal Violence</li> </ul>	Blackboard readings	
11	4/3	<ul style="list-style-type: none"> <li>• Gender Norms and Engaging Men</li> <li>• The Mask You Live In (film)</li> </ul>	Blackboard readings	
12	4/10	<ul style="list-style-type: none"> <li>• Perpetrators of Interpersonal Violence</li> <li>• Alcohol and Interpersonal Violence</li> </ul>	Blackboard readings	
13	4/17	<ul style="list-style-type: none"> <li>• Campus Policies Addressing Interpersonal Violence</li> <li>• The Hunting Ground (film)</li> </ul>	Blackboard readings	
14	4/24	<ul style="list-style-type: none"> <li>• Policy and Legal Issues in Violence Prevention + Intervention</li> <li>• Research Paper Presentations</li> </ul>	Blackboard readings	
15	5/1	<ul style="list-style-type: none"> <li>• Research Paper Presentations</li> <li>• Social Media, Technology, and Violence Prevention</li> </ul>	Blackboard readings	
16	5/8	<ul style="list-style-type: none"> <li>• Prevention Starts Early</li> <li>• Activism, Healing, Social Justice, and Next Steps</li> </ul>	Blackboard readings	
17	Finals Week	<ul style="list-style-type: none"> <li>• Closing, Reflection, and Evaluation (SWOT)</li> <li>• Potluck</li> </ul>	Blackboard readings	Research paper final draft due Self/Class Evaluation

Ongoing assignments (you choose the due date): Current events/artifacts, community events, writing reflections. All must be turned in before finals week.