

Psychology 447.10
Gender-based Violence
Winter 2018

Instructor:	H. Lorraine Radtke	Lecture Location:	SB 146
Phone:	403-220-5223	Lecture Days/Time:	TR 15:30-16:45
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Course Description

In this course, we will selectively cover gender-based violence, focusing on theory and research within psychology but also at times drawing on the interdisciplinary scholarship in this area. Gender-based violence most commonly refers to violence against women; however, we will also include violence against children, men, and sexual minorities in contexts where that violence has been connected to gender. A major course project will entail applying the knowledge gained to develop strategies for prevention and intervention in your community.

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see psyc.ucalgary.ca/undergraduate/program-learning-outcomes), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Describe the problem of gender-based violence, including the range of types of violence involved, theoretical frameworks used to explain gender-based violence, and recommended prevention and intervention strategies	Tests, Course project, Minute papers	1,4	A
Critical reading of primary research literature	Reading reactions, tests	1,2,4	A
Apply knowledge of gender-based violence to a specific problem	Course project presentations; Course project individual reports	1,2,3,4,5,6,7	A
Work as a member of a team to critically evaluate programs and services relevant to a specific type of gender-based violence, make recommendations for change, and develop and deliver an oral presentation	Course project milestones, Course project group presentations	1,2,3,4,5,6,7	A
Write a succinct report requiring synthesis and organization of background knowledge and multiple perspectives as well as taking a position on recommendations for change supported by research	Course project individual reports	1,2,3,4,5,6,7	A
Listen critically to others' presentations and generate useful	Project presentation	1,2,4,5,7	A

questions and comments for discussion based on knowledge of the field of gender-based violence	participation		
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Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Prerequisites

Psychology 200, 201, 312 and admission to the Psychology major or Honours program.

Required Text

A reading list and dates when you need to read them will be posted on D2L. All readings will be available electronically through the library.

I will post powerpoint slides and other course information on D2L.

Assessment Methods

Final course grades will be based on the following components (see details below):

1. Reading reactions (15%)
2. Minute papers (8%)
3. Tests (30%)
4. Course project milestones (5%)
5. Course project group presentations (10%)
6. Project presentation participation (8%)
7. Course project individual reports (24%)

Reading reactions (15%): The purpose of this assignment is to assess your understanding of the readings, encourage you to read critically, and prepare you to participate in class.

There are **SIX** opportunities to do this assignment (see course schedule): **January 11, 23; February 6, 27; March 13, 22.**

For each of these weeks, you will select **ONE** of the readings and answer the following two questions:

- (1) What is the author's primary argument or thesis (i.e., key point)? Write a maximum of 1-3 sentences articulating **the** key point.
- (2) Do you agree with the key point? Why or why not? Write a maximum of 1-3 sentences explaining your position.

These assignments are to be handed in at the beginning of the class when they are due. Bring a print copy for me and either a print or digital copy for yourself (you may want to refer to it during class). Late assignments will not be accepted.

A grading rubric is posted on D2L. In calculating your grade for this assignment, I will use the **best 5** out of **6** papers, which means that each reading reaction will contribute 3% to your final grade.

If you miss a class for medical reasons and provide me with documentation (a doctor's note or Physician/Counselor statement), you will have the option of handing in a reading reaction for the missed

class within one week of the original deadline OR having your final grade based on the remaining five papers. If you miss a class for non-medical reasons, I will not accept a reading reaction for that week and will calculate your grade based on the remaining five papers.

Minute papers (8%): The purpose of this assignment is to assess your understanding of lecture material and encourage you to critically engage with it. In particular, can you sift through the details and abstract the central points? Can you identify gaps in the knowledge provided that leave certain questions unanswered? Can you identify areas of confusion, where you are not entirely clear on a point? At the end of each lecture, you will have three minutes to answer the following two questions:

- (1) What are the **TWO** most important points from this lecture?
- (2) What is **ONE** question that you still have about the lecture topics?

This assignment will be done on paper (you must bring your own) and handed in after the 3 minutes are up. In the following class, I will provide feedback on the points identified and the questions asked by the class as a whole.

Graded as pass/fail. To obtain a Pass, you must complete the assignment in full, i.e., fully answer both parts (1) and (2). Beginning **January 11**, you will have **8** opportunities to complete this assignment (see the course schedule). Each minute paper will contribute 1% to your final grade.

Dates for the minute papers are: **January 11, 18, 25; February 6, 27; March 6, 13, 20**

If you miss a class for medical reasons and provide me with documentation (a doctor's note or Physician/Counselor statement), you will be excused for the papers covered by your documentation (this means that your final grade will be based on the remaining papers). If you miss a class for non-medical reasons, you will forgo the potential point for that week.

Tests (30%): The **two** tests will cover material presented in lectures and the assigned readings. They will be noncumulative. The test format is short answer, which in this case means a word, a sentence, a few sentences, or a paragraph. During tests, you will be allowed only the printed test and pen or pencil (erasers are also okay). Each test is worth 15% of the final grade.

See the department/university policy on Absence from a Test/Exam below.

The following table provides the dates for the tests and the material to be covered:

Test	Date	Material covered
1	Tuesday, February 13	January 9 – February 6
2	Tuesday, March 27	February 27 – March 22

Course Project Milestone Reports (5%): Details of the course project, including the Milestone Reports, can be found on D2L. The course project includes 8 Milestones with specific due dates (see the course schedule). For example, Milestone 1 entails the group developing a plan for completing the project. This includes assigning specific tasks to specific group members. For Milestones 1-6, groups will work on the project during the first 60 minutes of class time. For the remaining 15 minutes, three groups will

report on progress orally to the class, briefly highlighting the group's most important accomplishment and raising one issue for which they would like feedback from the class (roughly 5 minutes is allotted per group – see the course schedule regarding when each group reports orally). Each group will give two such oral reports. For Milestones 7-8, groups will work on the project for the entire 75 minutes of class time. The Milestone Reports are a written record of what was accomplished (note: some project work outside of class time will also be required). The Milestone Reports are to be submitted to the instructor **by email** on the day of the class in which they were completed. **I am to receive them by 4:30 pm that day.**

For each Milestone, the instructor will review each group's Milestone Report. A satisfactory report provides evidence that the group has met the milestone requirements to the best of their ability. Each student in the group who contributed to the report will receive .5 point. When the group also presents orally in class, the group members who are present will receive an additional .5 point, if the oral report highlights one important accomplishment and raises a question that provokes discussion and feedback in the class.

Students who are absent and can provide medical documentation (a doctor's note or Physician/Counselor statement) will be excused rather than receiving a 0, that is, their final grade will be based on their contributions to the remaining milestone reports. Late reports will not be accepted.

Course project group presentations (10%): The group project involves exploring the topic of gender-based violence as it pertains to your local community and applying what you learn in the course to developing solutions to the problem. Students will work in groups (minimum 3 students; maximum 5 students) on one of the topics identified by the instructor (see the detailed course project description on D2L). Each group will give a **12-minute** presentation on their project, followed by questions and discussion, during the last three classes of the term (**April 5, 10, 12**; the instructor will randomly assign groups to a presentation date). Each group will **email a copy of their powerpoint slides to the instructor prior to the class in which they are presenting.**

A grading rubric is posted on D2L. The presentation will be graded for the content, the overall quality of the presentation, and presentation skills (each group member will receive the same score).

Students who are absent during their group's presentation will receive a grade of 0 unless they have medical documentation ((a doctor's note or Physician/Counselor statement); in this case, they will be excused from the assignment).

Project presentation participation (8%): At the end of each presentation, the presenting group will leave the classroom for a 5-minute break. The remaining students (the audience) will meet in their project groups to generate a question or comment for discussion. Three groups will be designated the discussants for that day. When the presenting group returns, a representative of each of the three groups will ask their question or make their comment (it is expected that the representative role will be shared among the group members). Other groups may also ask questions if time permits. If there is no time to ask a question, the non-discussant groups will submit their question to the instructor in writing before leaving the class. Assuming 9 groups in total (including the presenting group), students will receive 1 point for each question/comment generated by their group. Some guidelines regarding good questions are posted on D2L.

Students who miss class for medical reasons will be excused if they provide medical documentation (a doctor's note or Physician/Counsellor statement). Students who miss class for non-medical reasons will receive a grade of 0 for each of the peer assessments required during that class.

Course project individual reports (24%): Each student will submit a written report on their group project. The maximum length is **10 pages** double-spaced, not including references and the title page (see details on D2L). While it is expected that the individual report will be based on the group work completed during the term, students may make adjustments as they see fit by, for example, including some different background material or offering a recommendation that differs from that of the group. This report is to be written in your own words. Please review the statement on plagiarism below, and if in doubt about what this means, ask the instructor.

In addition, each student will append a one-page reflection on the group experience, including their participation in the group, to their individual report. This reflection will address questions like: What did you like most about working with your group? What did you like least about working with your group? What is one thing you learned by working with others on the project that you might not have learned otherwise? What do you think was your most important contribution to the group project? If you were going to do this project again with the same group of people, what would you do differently to improve the process and the outcome? See D2L for more details.

The individual report is due **Thursday, April 19** and is to be posted to the appropriate Dropbox on D2L by 11:59 pm. Late papers will be accepted with a penalty of 10% per day, including weekends, unless of course there is medical documentation (a doctor's note or Physician/Counsellor statement) to support deferred term work.

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance.* An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance.* Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance.* Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance.* Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards*. Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met*. Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Lecture Schedule

Date	Topic	Activity/Due Dates
T Jan 9	Winter term lectures begin. Lecture 1: Intro to the course	
R Jan 11	Lecture 2: Unpacking gender	Readings – See Reading List Reading Reaction #1 Minute Paper #1
T Jan 16	Lecture 3: What is gender-based violence?	Readings – See Reading List
R Jan 18	Lecture 4: Theoretical considerations	Readings – See Reading List Minute Paper #2
F Jan 19	Last day to drop Winter Term half-courses.	
M Jan 22	Last day to add or swap Winter Term half courses. Last day for change of registration from audit to credit or credit to audit.	
T Jan 23	Lecture 5: Abuse in childhood	Readings – See Reading List Reading Reaction #2
R Jan 25	Lecture 6: Bullying	Readings – See Reading List Minute Paper #3
T Jan 30	Lecture 7: Sexual harassment in the workplace	Readings – See Reading List
R Feb 1	Course Project	Form groups and develop a project plan (Milestone 1) Class discussion – Groups 1-3

T Feb 6	Lecture 8: Sexual coercion/assault	Readings – See Reading List Reading Reaction #3 Minute Paper #4
R Feb 8	Course Project	Develop an outline of the background material to be included (Milestone 2) Class discussion – Groups 4-6
T Feb 13	Test 1	Test 1
R Feb 15	Course Project	Assessment of background knowledge of the topic (Milestone 3) Class discussion – Groups 7-9
Feb 18-25	Reading Week. No lectures. University open (except Family Day). Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
M Feb 19	Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
T Feb 27	Lecture 9: Intimate partner violence	Readings – See Reading List Reading Reaction #4 Minute Paper #5
R Mar 1	Course Project	Assessment of local problem and local services and programs (Milestone 4) Class discussion – Groups 1-3
T Mar 6	Lecture 10: Sex trafficking/prostitution	Readings – See Reading List Minute Paper #6
R Mar 8	Course Project	Critique of services and programs and recommendations for change (Milestone 5) Class discussion – Groups 4-6
T Mar 13	Lecture 11: Pornography	Readings – See Reading List Reading Reaction #5 Minute Paper #7
R Mar 15	Course Project	Recommendations for change (Milestone 6) Class discussion – Groups 7-9
T Mar 20	Lecture 12: Culture and gender-based violence	Readings – See Reading List Minute Paper #8
R Mar 22	Lecture 13: Sexual minorities and gender-based	Readings – See Reading List

	violence	Reading Reaction #6
T Mar 27	Test 2	Test 2
R Mar 29	Course Project	Draft of group presentation (Milestone 7)
F Mar 30	Good Friday. University Closed	
T Apr 3	Course Project	Revised group presentation and presentation strategy (Milestone 8)
R Apr 5	Presentations – Groups 1-3 (Groups 4-6 are discussants)	
T Apr 10	Presentations – Groups 4-6 (Groups 7-9 are discussants)	
R Apr 12	Presentations – Groups 7-9 (Groups 1-3 are discussants)	
F Apr 13	Winter Term Lectures End. Last day to withdraw from full courses and Winter Term half courses.	
Apr 16-26	Winter Term Final Examinations. There is no final exam in this course.	
R Apr 19	Course project reports DUE	Course project reports DUE

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present

a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodations

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

Absence From A Test/Exam

Makeup tests/exams require an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. **Students who miss a test/exam have up to 48 hours to contact the instructor** and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam http://www.ucalgary.ca/registrar/exams/deferred_final. Under no circumstances will this be accommodated by the department.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam http://www.ucalgary.ca/registrar/exams/deferred_final. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the

Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Course Credits for Research Participation (Max 2% of final grade)

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. **A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **April 13, 2018**.

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>. Please check this website and note the nearest assembly point for this course.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suvpaca@ucalgary.ca

Student Union Faculty Rep.: arts1@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca (<http://www.ucalgary.ca/provost/students/ombuds>)

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.

Call 403-220-5333.

Important Dates

The last day to drop this course with no “W” notation and **still receive a tuition fee refund** is **January 19, 2018**. Last day for registration/change of registration is **January 22, 2018**. The last day to withdraw from this course is **April 13, 2018**.