Sociology 345: 
Crimes and Violence in Intimate Relationships

Course Number: Soc 345  
Credit: 4  
Class Time: XXXXXX  
Room: XXXXXXX

Instructor: Lorena Reynolds  
Office Hours: Tuesdays 4:30-5:30  
E-mail: Lorena.Reynolds@oregonstate.edu

There are no prerequisites.

COURSE DESCRIPTION
The course will analyze the historical and contemporary, social, political, legal, cultural, and psychological aspects of domestic violence, sexual assault, and stalking. The course will address: definitions of the problem, demographics, survivors, perpetrators, witnesses, bystanders, strategies and tactics of abusers and survivors, along with strategies for prevention, intervention, treatment, and social change.

OSU STATEMENT ON BACCALAUREATE COURSE REQUIREMENTS
This course fulfills the Difference, Power, and Discrimination (DPD) requirement in the Baccalaureate Core. The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operations of social discrimination such that this unequal power distribution is often viewed as the natural order. Examination of DPD course material will enhance meaningful democratic participation in our diverse university community and our increasingly multicultural U.S. society.

LEARNING OUTCOMES
Upon completion of this topic, the student will be able to:
1. Demonstrate understand root concepts of intimate crimes and violence.
2. Demonstrate understanding of the nature and scope of domestic violence and sexual assault.
3. Analyze diverse viewpoints related to intimate violence.
4. Demonstrate an in-depth knowledge of at least one type of intimate violence.

The student learning outcomes for DPD are:

1. Explain how difference is socially constructed
2. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination
3. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

Warning Regarding Class Content:

Studying violence against women in this class will include exposure to some explicit and graphic material. Students should be aware that the subject matter of this course is sensitive in nature and can be distressing. Reading assignments, class discussions, lectures, and other material will contain sexually explicit and violent content. Students will be required to read, discuss, and write about violent and sexually explicit material. When watching videos in class, students uncomfortable watching such material may quietly leave for the duration of the presentation and alternative arrangements for credit can be arranged, however, the nature of the course is such that it will include material that may be offensive or difficult for some students. Students are encouraged to talk with the instructor prior to the drop-date if he or she has any concerns about this issue.

Classroom Expectations:

Students are expected to:

1. Make a personal commitment to learning about, understanding, and supporting everyone in class.
2. Keep in mind that you do not know anyone else’s experience. Do not make assumptions about another student. Just because they do not disclose to you or to the class their own life own experience does not mean that they have not experienced abuse or marginalization.
3. Assume the best of others in the class and expect the best from them. Give people the benefit of the doubt.
4. Acknowledge the impact of sexism, racism, ethnocentrism, classism, heterosexism, transphobia, ageism, anti-semitism, ableism, and other systems of oppression on the lives of class members.
5. Recognize and value the experiences, abilities, and knowledge each person brings to class and value the diversity of the class.
6. Come to class prepared, having completed the readings and thought about the issues.
7. Respect class time by not coming to class late or leaving early. If it cannot be helped, be respectful of those who came on time by not asking to have material you missed repeated. Come in and leave quietly.
8. Listen actively. This involves paying close attention to what each speaker says and asking clarifying question.
9. Turn the sound off on all cell phones and other personal electronic devices.
10. Listen closely and respectfully to people for whom English is a second language. Do not assume that you cannot understand them because of an accent.
11. Do not talk while another person is speaking.
12. Think through your comments before you make them.
13. Make comments to the entire group and not to the person(s) near you.
14. Never make derogatory comments toward another person in the class.
15. Do not make purposefully biased, hurtful, or victim-blaming comments.
16. Disagree with ideas, but do not make personal attacks.
17. Be open to be challenged or confronted on your ideas or prejudices.
18. Challenge and confront others with the intent of facilitating growth. Do not demean or embarrass others.
19. Encourage others to speak up. Be especially encouraging of people who are working through their prejudices and attempting to grow.
20. Be willing to change.
21. Be aware of how much time and space you use, being mindful to let everyone have the opportunity to contribute to the conversation. You do not get extra credit points for monopolizing the conversation. In fact, dominating the conversation can take away from participation points if it interferes with the ability of others to participate. Part of the educational process is learning to contribute meaningfully, while balancing your own contribution with that of others.

Diversity Statement: The College of Liberal Arts strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. Diversity encompasses differences in age, color, ethnicity, national origin, gender, physical or mental ability, religion, socioeconomic background, veteran status, sexual orientation, and marginalized groups. We believe diversity is the synergy, connection, acceptance, and mutual learning fostered by the interaction of different human characteristics.

Religious Holiday Statement: Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.

Grading:

A Excellent work. An example for all to follow. Exhibits openness to and unusually sharp insight into many sides of an issue. Shows considerable critical thought. Written work is virtually flawless in terms of grammar, spelling, cogency, and content. Performs far above minimum requirements. Exceptionally articulate.
B Above average. Speaks and writes well. Performs above the minimum requirements. Demonstrates very good understanding of ideas.
C Speaks and writes in an acceptable manner. Work is satisfactory, average. Minimum
requirements met.
D Below average work. Minimally acceptable, but unacceptable if this course is required.
F Unacceptable work. Does not meet minimum requirements

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At the beginning of the term, each student has no points. It is possible to earn 100 points during the term. Each assignment is worth a specific number of points and points will be accumulated during the term by completing assignments. Grades are posted on Canvas as soon as possible after assignments are graded. It is your responsibility to check BlackBoard each week to confirm that your points have been accurately entered into the BlackBoard system. Errors need to be immediately brought to the instructor’s attention.

Incompletes will be given only under extreme circumstances. If you believe you may need to request an incomplete, please talk with the instructor as soon as possible.

Late assignments will be penalized 5% per day. Assignments more than a week will all receive a 30% penalty. No assignments are accepted after the last assignment is due. In this class, some is always better than none, late is always better than never.

**Commitment to Scholarship:**

In keeping with the Carnegie rule for academic expectations, students should devote a minimum of three hours per course credit per week. You should plan for a minimum of 15 hours per week for this course. This will vary from week to week and you should review the syllabus and plan ahead accordingly.

**Statement on Academic Dishonesty:**

Many students do not understand what academic dishonesty is. It is important to become familiar with its different forms and the University's definitions. Here is the link to the Code of Student Conduct. [http://studentlife.oregonstate.edu/studentconduct/offenses-o](http://studentlife.oregonstate.edu/studentconduct/offenses-o)
At Oregon State University academic dishonesty is defined by the Oregon Administrative Rules 576-015-0020.1.a-c as: An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work. Academic dishonesty includes:

• CHEATING - use or attempted use of unauthorized materials, information or study aids or an act of deceit by which a student attempts to misrepresent mastery of academic effort or information. This includes unauthorized copying or collaboration on a test or assignment or using prohibited materials and texts.

• FABRICATION - falsification or invention of any information (including falsifying research, inventing or exaggerating data and listing incorrect or fictitious references.

• ASSISTING - helping another commit an act of academic dishonesty. This includes paying or bribing someone to acquire a test or assignment, changing someone’s grades or academic records, or taking a test/doing an assignment for someone else (or allowing someone to do these things for you). It is a violation of Oregon state law to create and offer to sell part or all of an education assignment to another person (ORS 165.114).

• TAMPERING - altering or interfering with evaluation instruments and documents.

• PLAGIARISM - representing the word or ideas of another person as one's own OR presenting someone else's words, ideas, artistry or data as one's own. This includes copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project, then submitting it as one's own.

Academic dishonesty cases are handled initially by the academic units (collection of evidence and documentation of incident, meeting with student regarding the situation, determination of responsibility and academic penalty) but will also be referred to the Student Conduct Coordinator for action under the rules. For more information on expectations for student conduct, see [http://oregonstate.edu/admin/stucon/achon.htm](http://oregonstate.edu/admin/stucon/achon.htm).

Lying is also a form of academic dishonesty. If you lie about an assignment, you will receive an F for that assignment.

**Statement Regarding Students with Disabilities:**

*Statement Regarding Students with Disabilities: Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at [http://ds.oregonstate.edu](http://ds.oregonstate.edu). DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.*
Course Requirements

Attendance and participation (A&P: 9 weeks at 3 points per week, 1 week at 4 points; total 31)

As a student in this class, you are responsible for your educational experience. You will be responsible for completing the reading assignments prior to the start of class and to engaging in the classroom discussions and activities. Classroom discussions require the participation of everyone in a respectful and active manner. Attendance is mandatory and active participation is required. Your grade will depend on your demonstrated commitment to the class, including arriving on time, being prepared, staying for the entire class, listening actively, contributing to discussions, and engaging enthusiastically in learning activities. If you must miss a class, you are responsible for making sure your work is still turned in on time and for finding out from your classmates what you missed. If you know in advance that you will miss a class, please inform the instructor, but do not ask, “Am I going to miss anything important?” Every class will be filled with important information and discussion that cannot be made-up in other ways.

Please note that some weeks have substantially more reading than other weeks because of the nature of the material to be presented. Plan ahead. If you know the next week has a lot of reading, read ahead the week before so you are not overwhelmed by the reading the next week. The course reading has been “front-loaded” so there is a heavy reading load in the first six weeks, light reading in week 6, and no reading at the end of the term. This is done deliberately to facilitate the flow of the class. You should therefore plan accordingly. The end of the term should be used to work on your book review.

If you miss more than two classes, a letter grade will be deducted from your final grade for each additional absence. If you must use your absences, do so wisely. Exceptions will not be made if you have used your two absences and then have an emergency requiring additional absences. This is a deduction that is in addition to the participation points that you will lose for any missed class.

Each class is worth a total of three points, except for week 10 which is worth 4 point because of the project. Coming late, leaving early, not participating, and not being prepared will cause a deduction of some or all of the points for the day. Your participation in the discussions should show your understanding and critical analysis of the readings and other material, including an understanding of the social justice issues that the class discusses.

Reading, Research, & Reflection Questions (8 sets of RRRQs, 3 points each; total of 24 points)

In weeks 2 through 9, there will be reading, research, and reflection questions (RRRQs) that must be completed and turned in via e-mail at least 24-hours before the first day of class for the week. You must complete the reading and turn in a written response to the RRRQs provided to you. If you have not done the reading, do not turn in RRRQs. Credit will not be given if the quality of the answers does not reflect a basic understanding of the material that was assigned. Completing the questions prior to class will help facilitate a useful and lively class discussion. Reading questions will be assigned for weeks 2-9 of the course and are worth three points each. Responses should be written in essay format.
Responses to reading questions should be 3-5 pages in length, type written, double spaced in 12 point Times New Roman font, and contain thoughtful, well-reasoned answers which provide an effective and critical synthesis of social justice issues, including concepts of difference, power, and discrimination, liberation, and empowerment. High quality answers will cite the reading material and reference outside sources that apply to the analysis, as well as detailed responses that reflect the interdisciplinary nature of the course.

RRRQs

Week 2: Culture of Violence

1. Do the Continuum of Violence activity on page 136 of Women and (In)justice. What did you learn from this activity?
2. What are the main theories to explain why violence against women occurs in intimate relationships? Which theories do you think are most sound? Why?
3. What is “sexual terrorism?” How does a culture of violence perpetuate inequality between men and women?
4. Why do some people prefer to use the term "family violence" instead of "violence against women?" Why do you think some people prefer might prefer “intimate partner violence” or “intimate violence?” Which do you prefer and why?
5. How does the language media uses reinforce the stereotype of men/women and perpetrators/victims? Find an example of a recent news report (print or video) that demonstrates this. Send a scanned copy or link and discuss how it does this.

Week 3: Domestic Violence

A. What barriers do women in domestic violence situations face when they want to leave?
B. What steps do battered women commonly take to protect themselves and their children, other than leaving?
C. What does it mean to "recognize the existence of choice and constraint in battered women's lives"?
D. What role does structural racism play in a victim's ability to access services? What other vulnerable populations continue to experience barriers to accessing services? Why?
E. What services are available in your home town or the place you live now.? How do you think the women who need the services find out about these programs? Are there populations that probably would not be aware that these services are aware of? How could programs be made more accessible or welcoming for these women? Provide cites showing how you found this information.

Week 4: Incest and Sexual Abuse RRRQ’s

1. How are the coping strategies that young survivors of childhood sexual assault use misinterpreted by the adults in their lives? Are the strategies that older survivors use
misinterpreted in the same way or in different ways? Use the information in the reading, but you will need to extrapolate for the second part.

2. What can you do to support someone who was sexually abused as a child? Discuss this in terms of the skills, resources, and personal characteristics that you currently have.

3. Using the internet, find three examples of children being portrayed in a manner that is overly sexualized (but not pornographic). Does this concern you? Why or why not?

4. What does it mean to "honor what you did to survive?" Why is that an important concept for victims to hear?

Week 5: Rape RRRQ’s

1. Why are women the target of sexual assault more often than men? Why are men perpetrators of sexual violence more than women?

2. Why are rape and sexual assault underreported?

3. How is the history of lynching related to the history of rape in the US? What was the impact of this on how rape and race was portrayed in the media over time?

4. How do women who report a sexual assault get treated (by family, friends, community, media, law enforcement, and others)? How has this changed over time?

5. How is sexual violence used in the domestic violence context? What unique barriers do wives or co-habitating girlfriends face when coping with marital rape? Can you find an example of a husband or co-habitating boyfriends being prosecuted or convicted for marital rape in a mainstream media outlet? Given how common sexual violence is in intimate partner relationships, why do you think there are so few criminal cases getting mainstream media attention?

6. How have women collectively and individually resisted sexual violence in their lives? Find (and cite) and example of a woman who is currently publically working to change how survivors of sexual violence are treated. What do you like about her work? Do you think there is anything more or different she could do to improve her approach?

Week 6: Stalking

1. Describe the different motivations for stalking.

2. How do male and female stalkers tend to be different?

3. How is stalking used in the context of intimate partner violence?

Week 7: Violence on Campuses I

1. What societal factors contribute to an environment where gang rapes occur? Other than fraternities, where else do you think these incidents commonly happen?

2. Using all resources available to you (not just the reading), describe what programs and resources exist at OSU to minimize the risk of this happening here? What programs exist at other institutions? (This is different than asking what services are available for victims.)

3. How do the men involved in a group sexual assault later justify their actions? How is this similar to or different from how perpetrators of individual rape, domestic violence, or child sexual abuse justify their actions?

Week 8: Violence on Campus II: Response and Prevention

1. Are the attitudes and atmosphere at UM as depicted in the book similar to schools you are familiar with?
2. In what ways are the attitude and atmosphere at UM unique to campus life, as opposed to American culture in general? In what ways are they the same?

3. How does campus drinking culture impact your opinion about these cases? Does it make you more or less sympathetic to the victims and the perpetrators?

4. Why do you think that so many campus assault cases arise in the context of teams and fraternities? How does this translate to adult sexual assaults? Using the internet or other outside resources, find an example of how this plays out in adult society.

5. What role do you think universities should play in discipline? Should the disciplinary systems be the same as the criminal system? Why or why not?

Week 9: Victims and Survivors I

1. Of all the interventions introduced in the readings, which one do you think is most effective? Why?

2. Why don't we have more information about what interventions work?

3. How does criminalization of violence function to limit women's agency?

4. In what ways do current responses to violence against women disparately impact communities of color, religious communities, and poor communities?

**Book Review (30 points)**

Each student will select a book from the Book Review Book List and write a book review. This review will be 10-12 pages in length. Book reviews are due Wednesday, November 27, 2013, at 5:00 p.m.

This end of term project is in lieu of a traditional paper or final, however, the student is expected to use this opportunity to convey his or her knowledge of all of the class material. Reference to lectures, guest speaker presentations, reading assignments, and outside sources are critical to receiving a good grade on this assignment.

Reviews will:

- Briefly summarize the facts and themes developed in the book;
- Discuss and apply information and themes from the class and other readings;
- Provide details about the insights the author shares;
- Reflection on the quality of the writing and story, including positive and negative observations about plot, style, and readability;
- Analysis of the role cultural or individual attitudes towards race, religion, sexual orientation, gender identity, sex, and disability play in the story;
- Analysis of the historical context of the story, which may include putting the story in the context of the broad social justice movement; Using the course materials, discuss the ways in which difference, power, and discrimination impact the protagonist in the book, including the concepts of systemic power, privilege, and oppression.

Reviews may include:
- A personal reflection section;
- Discussion of factors contributed to the protagonists’ vulnerability
- Analysis of interventions that could have helped prevent the abuse, shortened its length, or lessened its impact;
- Observations about people who offered resources, skills, or hope to the protagonist;
- Discussion of character traits that made this protagonist particularly resilient;
- Discussion from outside research about the author, story, or book;
- Discussion of whether the book was empowering for you;
- If one or more movies have been made based on the book, a comparison of the book to the movie maybe included.

Please note that the instructor is aware that many of these books have been made into movies. Students should be aware that none of the movies contain the same information and details as the books. All of the movies leave out key themes and storylines that are contained in the books and that are relevant to the class objectives and goals. It is inconceivable that a book review will receive a passing grade if the author simply watches the movie and does not read the book. However, a paper that is written based only on watching the movie and not reading the book will be given a zero.

**Quizzes (15 points)**

Three quizzes in weeks 3, 6, and 9 worth 5 points each will be given in class. These quizzes will cover material covered in the readings and in class. These will be short answer questions that are untimed and done at home and turned in 24-hours after the questions are released.
Learning Resources:

If you are concerned about the cost of the books, please review the syllabus before deciding which books should be purchased since excerpts from some of the books are not be lengthy and could be read at the library in lieu of purchasing the book. I also encourage you to coordinate with other students in the class to share copies of the more expensive books that have shorter assignments. You are expected to do all of the reading from the books on the Class Book List. You only need to select one book from the Book Review List.

Class Book List

Required:
Sourcebook on Violence Against Women. Claire Renzetti et al. (2000)
Fraternity Gang Rape: Sex, Brotherhood, and Privilege on Campus. Peggy Reeves Sanday (1990)

Excepts will be assigned from the following books:
Domestic Violence at the Margins. Natalie Sokoloff (2005)
Virgin or Vamp. Helen Benedict. (1993)

Women and (In)Justice. Sheryl Grana (2001)
We Believe You. Annie Clark and Andrea Pino. (2016)

Additional reading assignments will be available on Blackboard.

Book Review List (sign up in class for one book from this list)

Crazy Love, Leslie Morgan Steiner (2010)
Lucky, Alice Sebold (2002)
Between Two Worlds, Zainab Salbi (2006)
When Katie Wakes, Connie May Fowler (2002)
I, Tina, Tina Turner and Kurt Loder (1986)
I’ll Scream Later, Marlee Matlin. (2010)
Out of Bondage, Linda Lovelace (2000)
Point Last Seen, Hannah Nyala (2002)
Crazy Brave, Joy Harjo (2012)

Intimate Politics, Bettina Aptheker (2006)
After Silence, Nancy Venerable Raine (1999)
Becoming Maria, Sonia Manzano (2015)
Still Loved By the Sun, Migael Scherer (1993)
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| 2    | Violence| 1. Sourcebook, 1-15  
2. Violence Against Women (Dekerssey), p. 77-103 (on reserve)  
3. Virgin or Vamp, 13-24 (on reserve)  
4. Women and (In)Justice, 133-136 (on reserve) | RRRQ week 2 Due | 3               |
| 3    | Violence| 1. Sourcebook, 111-125  
2. Margins, 1-10, 15-21, 25-34 (on reserve)  
Women and (In)Justice, 136-142 (on reserve) | RRRQ week 3 Due | 3               |
<p>|      |         | 3.                                                                                  | Quiz     | 5               |</p>
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       |       |       | 2. *Reclaiming Our Mojo, Women’s Voices / Feminist Visions*, 606-610 (on reserve)  
|      |      | Class: Sexual Violence I – Incest and the Sexual Abuse of Girls | | | 3 |
| 5    |      | Sexual Violence II – Rape | 1. Sourcebook 95-105  
       |       |       | 2. *Virgin or Vamp* 25-42 (on reserve)  
       |       |       | 3. *An Old Enemy in a New Outfit*, Lisa Jervis, 163-170 in *Yes Means Yes* (on reserve)  
       |       |       | 4. *Women and (In)Justice*, 142-148 (on reserve)  
       |       |       | 5. *VAW (French)* 11-26 (on reserve)  
<p>|      |      | Class: Rape | | | 3 |</p>
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| 6    |      | Sex Trafficking, Prostitution, & Pornography | 1. Sourcebook 133-145  
    2. Women and (In)Justice, 148-158 (on reserve)  
    3. VAW-French 152-158 (on reserve)  
    4. Size and Scope, Kathryn Farr, in Sex Trafficking, 1-13 (on reserve). | RRRQ week 6 Due | 3 |
|      |      | Class: Sex Trafficking, Prostitution, & Pornography | | | 3 |
| 7    |      | Violence on Campus | 1. Fraternity Gang Rape, 1-20, 23-110, 113-134, 171-173, 188-195  
    2. Sourcebook, 81-88  
    3. Campus Sexual Violence, Joetta L. Carr in Women’s Voices/Feminist Visions (2005), 593-597 (on reserve) | RRRQ week 7 Due | 3 |
<p>|      |      | Class: Violence on Campus | | | 3 |</p>
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<td>8</td>
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<td>Stalking</td>
<td>1. <em>Stalking as a Social Construction and Social Reality, Stalkers and Their Victims</em>, 11-21</td>
<td>RRRQ week 8 Due 3</td>
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2. *Grooming*, Mary Zelinka  
3. *Sourcebook* 191-205, 227-238, 351-359  
4. *Domestic Violence at the Margins* 293-299, 369-386, 389-399, 405-413  
|      |      |         | Class: Victims and Survivors I | 3 |
| 10   |      | None | Book Review Due 3  |
|      |      | Class: Victims and Survivors II | 4 |