Course Overview:

This seminar will focus on child abuse and neglect and the developmental trajectories of these children and adolescents. We will examine the prevalence of child maltreatment, theories that have been used to explain child abuse and neglect and the outcomes of these trajectories including mental health, physical health, behavioral outcomes, foster care placement, running away, and re-victimization. Although the majority of the research will examine child outcomes (i.e., short-term effects), the long-term effect of early abuse will also be considered. Predictors of children maltreatment as well as gender differences will also be examined along with prevention, treatment, and reporting.

Required Readings:

Required readings for this class will consist of articles and book chapters listed in the schedule of assignments for each week. A copy of each article is available in the department of sociology. You will also be required to search for articles related to class topics beyond those listed here and to present these to the class. You will, of course, also need to read additional sources that you identify for your class paper.

Course Requirements:

The course will be conducted as a seminar. This 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. Each student will be expected to share leadership of the seminar by being prepared to present and discuss one to two articles per week (may be assigned articles and/or one of your choosing). Articles will be assigned in class for next class session. This will count for 25% of your course grade. Average work for a graduate student is considered “B” work. Average participation means regular attendance, consistent preparation and readiness to present articles, and regular class discussion. An above average grade will be assessed on quality of your presentations. Below average grades will reflect lack of preparedness, or failure to present an assigned article or to bring a related article of your choosing to class.

There will be an in-class essay exam similar to the format you would see on a comprehensive exam (although on a smaller scale). Specific guidelines will be handed out later in the term. This exam will count for 25% of your course grade.

It is expected that each student will prepare a critical literature review (including literature review, theory, hypotheses, etc.) or research paper, which he/she will present during the last week of the semester (this time period may change depending on enrollment). The class paper should be 15-20 pages (both critical review or research paper). 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 that outlines the focus of the paper, identifies some key references and, if applicable, describes the data to be used in analyses. The prospectus is due September 21st. The complete paper will be worth 35% of your grade.
Each student will serve as a discussant for one of the papers. The discussant will provide both a written (1-2 pages) and oral review of a paper on the day that paper is presented. (A copy of the written portion will be given to both the student and instructor). You need to give your paper to the discussant at least one week prior to the presentation (i.e., prior to November 23rd). The role of discussant is worth 10% of your grade. This is an important exercise in professional development.

The final portion of your grade (5%) will involve an oral presentation (about 15 minutes) of the paper to the class. After the presentation, the student will then revise the paper based on the input of the discussant and the class discussion and submit **a final formal copy of the paper due December 7th during class time.** No late papers, please. Papers submitted after this date and time will be heavily penalized (i.e., the drop of at least one letter grade).

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>25%</td>
</tr>
<tr>
<td>In class exam</td>
<td>25%</td>
</tr>
<tr>
<td>Discussant role</td>
<td>10%</td>
</tr>
<tr>
<td>Paper</td>
<td>35%</td>
</tr>
<tr>
<td>Paper Presentation</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Disability concerns:** If you need an accommodation for a disability for this class, have the Office of Services for Students with Disabilities contact me as soon as possible.

**Read the university graduate bulletin** regarding your rights and responsibilities as a UNL student.

**Schedule of Class Sessions and Reading Assignments**

**Aug 24**  
**Introduction and Scope of the Problem**

**Readings**


**Aug 31**  
**Theories**

**Readings**


**Sept 7 Predictors/Correlates of Child Maltreatment**

**Readings**


**Sept 14 Gender Differences**

**Readings**


**Sept 21 Physical and Mental Health Outcomes**

**Readings**


**Sept 28  Behavioral Outcomes**

**Readings**


**Oct 5  Foster Care**

**Readings**


**Oct 12  Running Away**

**Readings**


**Oct 19  Re-Victimization**

**Readings**
*Child Maltreatment, 5*(1), 28-38.


Grauerholz, L. (2000). An ecological approach to understanding sexual revictimization: Linking personal,
interpersonal, and sociocultural factors and processes. *Child Maltreatment, 5*(1) 5-17.


sexual revictimization. In L J. Koenig et al. (Eds.), *From child sexual abuse to adult sexual risk: Trauma, revictimization, and intervention* (pp. 49-68). Washington, DC.: American Psychological Association.


**Oct 26**  
Open Topic Week

**Readings**

➢ To Be Announced

**Nov 2**  
Prevention, Treatment, & Reporting

**Readings**

Gelles, & M. M. Cavanaugh (Eds.), *Current controversies on family violence* (pp. 299-310).


**Nov 9**  In House Exam

**Nov 16**  ASC Meetings –No Official Class! Papers to Discussants if ready!

**Nov 23**  Thanksgiving Break – No Class!!! Papers to Discussants this week!

**Nov 30**  Paper Presentations and Discussants

**Dec 7**  Papers Due During Class Time  –  Final Class – Pot Luck

**Dec 14**  No Exam – Papers will be handed back some time this week.