

**Violence and Gender**  
JS 425-7501V (Master Section)  
Spring 2022 Syllabus

**Professor:** Heidee McMillin, PhD

**Email:** [hemcmillin@lcsc.edu](mailto:hemcmillin@lcsc.edu)

**Office:** Harbor Center, Coeur d'Alene

**Class Meetings:** Tuesday & Thursday 1:30 – 2:45 pm [via Zoom](#)

**Virtual Office Hours:** by appointment via Zoom

**Course Description:** This course will provide an overview of gender-based violence. Crimes such as domestic violence, stalking, rape, sexual assault, hazing and online romance scams are analyzed within a broader social context. Special attention is given to how societal institutions (e.g., the criminal justice system, the health care system, employers, social service providers) may better address the needs of victims and offenders. The course is based on information gathered through current research, guest lectures, and scholarly and media resources.

**Required Reading:**

- Barnett, O., & A. LaViolette (2013). *It Could Happen to Anyone: Why Battered Women Stay*, (3<sup>rd</sup> Ed.). Thousand Oaks, CA: Sage Publications. ISBN-13: 978-0761919957
- Richards, T.N., and Marcum, C.D. (Eds.). (2015). *Sexual Victimization: Then and Now*. Thousand Oaks, CA: Sage Publications. ISBN-13: 978-1483308173
- Additional readings as determined by the instructor.

**Course Objectives** - Upon completion of the course, the student will be able to:

1. Describe how society influences gender roles
2. Identify several types of feminist theories
3. Describe various methods of domestic violence
4. Explain barriers to victims leaving a violent relationship
5. Recognize stalking behaviors
6. Compare gender differences in perceptions and treatment of drug-dependent parents
7. Explain the elements of sexual assault
8. Understand sexually harassing behaviors
9. Identify resources for victims of gender violence

**Course Requirements:**

2	Short answer/essay exams (100 points each)	200
	<i>All exams will be taken during class on Canvas (via Zoom) with the instructor as proctor.</i>	
12	Weekly written assignments (10 points each)	120
1	Polished Draft of Research Paper	50
1	Final Research Paper and Presentation	50
	Class Participation/Attendance	<u>81</u>
	<b>Total Points Possible</b>	<b>501</b>

**\*Weekly Assignments:** You will have an assignment due every week in this class. They can be found on the "Assignments" link on [Canvas](#). The due dates for assignments are **NOT** "estimates" or "suggested" due dates. **Assignments are due on the appointed date before class begins. Late assignments are not**

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**accepted.** Please organize your time accordingly. Employers like employees who can meet deadlines. Let's get you ready for a career😊.

*One of the best ways to avoid late assignments is not waiting until the last minute to submit them on Canvas. Technical issues do come up from time to time. You need to allow for these real-world circumstances and prepare accordingly.*

**You will be graded on your ability to relate the weekly assignment to class readings and lectures, and to provide some *thoughtful insight* into your work. In order to receive full credit for work in this class, ALL of your work must:**

1. Include your name, the course name or number, assignment name & date on the upper left corner of all your work. (In the “**Course Resources**” link in [Canvas](#) see the [Example Assignment and APA Formatting](#) video (3:36).
2. Be submitted electronically to Canvas, in either **.doc**, **docx**, or **.rtf** format (or Google doc link). Be sure to include your last name, course number, assignment number and year in your file name: (e.g., **YourLastName JS 425 Assn 2 2022**, not “assignment 1” nor “violence 1”)
3. Be turned in by the due date
4. **Cited appropriately in APA format** (See “[In-text Citations](#)” instruction on Purdue OWL website as well as the [Example Assignment and APA Formatting](#) video (3:36) in Canvas for formatting examples). . *Note that in-text citations include (the author’s last name, the year of publication, and the page number or paragraph number where the information you used was located in the book or article) (e.g., Jackson, 2021, p. 112).* **All of your in-text citations must follow this format.**
  - a. Provide textbook (or article) page numbers (e.g., *Jackson, 2021, p. 112*) or
  - b. *Provide textbook page numbers from paper text (e.g., p. 35) or sub-headers from e-text (e.g., “Learning to be Violent”, Ch. 1)*
  - c. *Specific website addresses you used for your answers*

*Copying and pasting text from another source is plagiarism and will result in a “0” on your assignment. Correctly citing text that you have simply pasted from another source will also result in a “0”. DO YOUR OWN WORK (i.e., paraphrase).*
5. Demonstrate an understanding of the material covered in class (NOT what the Internet has to say on the topic. **Web searches cannot be used as a substitute for your understanding of class materials.**)
6. Include an element of critical thinking (**no** regurgitating from lectures or textbook) - take what you’ve learned and draw some conclusions about it.
7. Be typewritten (~12 pt.), double-spaced, with one-inch margins
8. Include page numbers in footers or headers
9. **Be proofread and spellchecked** (i.e., free of typographical and grammatical errors)
10. **Be written in third person (professional voice), like a reporter** (e.g., “The study indicates . . .”). Avoid using “I” statements (e.g., “I think”, “I believe”, “In my opinion”, etc.).
11. Not use “lingo” in academic papers (e.g., “~~each and every~~ rehab”). **Type in full words, complete sentences, with appropriate punctuation.**

Your reference page should be in APA format. See “[Reference List: Author/Authors](#)” for formatting examples of your Reference page.

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**Assignments that do not include the above criteria will be returned to the student, unexamined.** This could negatively affect your grade if timelines are not met.

Sometimes students are under the impression that class assignments are asking what they already know about a topic. This is not the purpose of higher education. **Class assignments are developed to gauge what you are *learning*, not what you already know.** While you may have a really good answer to an assigned question based on your personal knowledge and experience, the purpose of course assignments are to assess your ability to learn material presented in the course and assimilate this new information into useful skills in your chosen profession. Please bear this in mind when doing your assignments.

**The best way to prepare a top-notch paper is to:**

- a. Carefully read the material
- b. Highlight text and/or write down highlights that will help you remember the main points of the section you are reading.
- c. Write a rough draft of your answer.
- d. After you've had time away from your rough draft, re-read it, even out loud to see if it "sounds" right.
- e. Use spell check and grammar check on Word, as well as *proofread yourself* to correct any errors.
- f. Submit your **final** draft (NOT your rough draft) of your assignment.

**Papers that do not include the above criteria will be returned to the student, unexamined.** This could negatively affect your grade if timelines are not met.

**Course Format.** This is a live course offered via Zoom, supported by the [Canvas](#). Wherever you are "Zooming" from, you need to create a classroom atmosphere, free from distractions. You need to be fully present during the entire class session in order to earn participation points. Disregarding these rules of common courtesy and professionalism will negatively impact your grade, and potentially, your ability to attend class.

Students will be able to find class materials including the syllabus, course schedule, assignments, grades, and a link to email me within the course on Canvas. **Student minimum required technology skills include the ability to:**

1. Send and receive email via your lccmail.lccsc.edu
2. Navigate the [Canvas online learning system](#)
3. Use a word processing software like Microsoft Word or Google Docs to create professional, error-free assignments
4. Save files as .doc, .docx or .rtf and upload to Canvas Use a word processing program

**Accessing online courses from a tablet or other mobile device is NOT sufficient to perform certain Canvas functions.** LC State has established the following technology recommendations for students taking online courses.

- **Internet Connection** - Consistent, reliable access to a high-speed internet connection is required to successfully participate in remote and online instruction.
- **Hardware**

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- Webcam with microphone is strongly recommended
- Speakers/headphones/earbuds for listening to audio or video
- **Operating System Minimum Requirements**
  - **Windows:** Windows 10; 800-MHz or faster 32-bit (x86) or 64-bit (x64) processor; 2 GB of RAM
  - **Mac (Apple):** Mac OS X 10.8; Intel Core™ Duo 1.83GHz or faster processor; 2 GB of RAM

### Important Note

CHROMEBOOKS ARE **NOT** ADEQUATE AS YOUR MAIN COMPUTER AT LC STATE. **Certain Canvas features and some software programs used by campus departments will not run on the Chromebook operating system** (ex. Microsoft Office Suite, Respondus LockDown Browser & Monitor).

## COURSE OUTLINE

Begin reading “It Could Happen to Anyone” by Barnett/LaViolette **NOW**. You need to get through 116 pages in 3 weeks. Reading approximately 40 pages per week will achieve this.

**ENTRY/ATTENDANCE TASKS - Do these first.** *This is the only opportunity for extra credit in this course.* For attendance to be posted for financial aid purposes, complete the following items:

- 1) Introduction Discussion Post
- 2) Syllabus Extra Credit Quiz - **You must take it as many times as you need, to get 100%. It is all or nothing. Any score less than 10/10 will earn a "0".**

*The two (2) items above will close **Friday, January 28th at noon**, so be sure to get them done before then. Students completing all the entry tasks **before Friday, January 21st at noon** will have their attendance posted in the first week of class for financial aid purposes. **The syllabus quiz is the only opportunity for extra credit in this course.***

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### Introduction

- January 18**
- Review of syllabus and professor’s expectations
  - Introduction: Overview of violence and gender

### Exploring Gender

- January 20**
- Social Construction of Gender (Class lecture)
  - Privilege and Discrimination: Work, Home, and Play
- January 25**
- Feminist Theory and Its Relationship to Violence Toward Women
    - Continue reading “It Could Happen to Anyone”

### Domestic Violence

- January 27**
- Cycle of Violence and the Pattern of Abuse – Barnett/LaViolette pp. 1 -14
  - Weaving the Fabric of Abuse – Barnett/LaViolette pp. 15-38

**\*Please understand that if you are absent from class during a video or guest speaker, you cannot earn points on that portion of any assignments that ask about the material presented. You cannot use someone else’s interpretation of material as your own.**

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- February 1** - Institutional Barriers – Barnett/LaViolette pp. 39-64  
- Victimization and Fear – Barnett/LaViolette pp. 65-116  
- “Lola” DVD
- February 3** “Broken Vows” Video  
\*(Please understand that if you are absent from class during a video, you cannot earn points on that portion of any assignments that ask about the material presented. You cannot use someone else’s interpretation of material as your own.)
- February 8** - Impact of Victimization & Stress – **Barnett/LaViolette pp. 117-138**  
- Impacting Policy – **Barnett/LaViolette pp. 139-167**  
- Healthcare Response to IPV
- February 10** \*Speakers: *Steven Johnson, KC Misdemeanor Probation and Mark Heid, Director, KC Domestic Violence Court*
- February 15** **Stalking - In-class lecture notes**
- February 17** \*Speaker: *Kootenai County Judge*
- February 22** “In Their Shoes” class exercise
- February 24** \*Speaker:  
**Topics for Final Paper and Presentation due today.**  
Submit a few sentences describing your selected topic, as well as a fully cited list of possible resources you have found on your topic.
- March 1** ***EXAM ONE*** – *You must take your exams live, during class, on Canvas via Zoom.*

**Parenting and Addiction**

- March 3** Pregnant and Parenting Drug-Dependent Women (In-class lecture notes):
- How it happens
  - The political response
  - The criminal justice response
  - The health care provider response
- March 8** \*Speakers:
- March 10** Pregnant and Parenting Drug-Dependent Women (In-class lecture notes):
- Promising Treatment Programs
  - Specific Needs

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### Rape, Sexual Assault & Human Trafficking

- March 15**      **Sexual Victimization text** Chapters 1 & 2: Rape Laws
- March 17**      *Sexual Victimization text* Chapter 3: Criminal Justice Treatment Approaches for Sexual Assault Victims
- March 22**      *Sexual Victimization text* Chapters 5 & 6: Marital Rape and College Campus Rape
- March 24**      \*Speaker:
- March 29 & 31**    *Spring Break Week – no assignments due*
- April 5**        *Sexual Victimization text* Chapters 7 & 8: Statutory Rape and Sexual Victimization online
- April 7**        ***Polished Draft of Research Papers due today – see assignment directions on Canvas.*** Cutting and pasting text from the resources will result in a '0' grade.
- April 12**        *Sexual Victimization text* Chapters 9 (victimization of inmates only) & 10 LGBTQ Victimization
- (Advance-registration for Summer and Fall semester April 11 - 15)*
- April 14**        *Sexual Victimization text* Chapters 11 & 12
- April 19**        Human Trafficking – In class lecture notes

### Sexual Harassment

- April 21**        United States Equal Employment Opportunity Commission [online: <http://www.eeoc.gov/>].  
- Defining Sexual Harassment  
- Responses to Sexual Harassment
- April 26**        **EXAM TWO** - You must take your exams live, during class, on Canvas via Zoom.
- April 28**        **CLASS PRESENTATIONS** of Research Topics
- May 3 & 5**        **CLASS PRESENTATIONS** of Research Topics
- Final Research Papers must be submitted to Canvas prior to class on the day you present.*
- May 10 & 12**    **Final Exam Week – No class meetings**

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**Professional Writing Standards:** This is a **writing-intensive class**. All work submitted to this professor should be prepared at a college standard of professional writing in accordance with the Publication Manual of the American Psychological Association (7th Ed.).

**Allow sufficient preparation time for proofreading and correction of typographical errors, misspellings, and grammatical errors.** See the “**Course Resources**” link in the “**Welcome: Begin Here!**” module in “[Canvas](#)” for writing guidance and examples.

Also see “[Reference List: Author/Authors](#)” for formatting examples of your Reference page and “[In-text Citations](#)” instruction on Purdue OWL website for APA guidelines and examples.

The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work which has misspellings and other editing problems will be graded down on this basis alone.

Your graded assignments will be returned to you as an attachment via Canvas. Your graded assignments will contain feedback from the instructor that includes areas where you were strong, and guidance on where to improve. **It is expected that students incorporate corrective feedback into future assignments.** If suggested improvements are not made in future assignments, more points will be lost on each subsequent assignment.

If you are able to make the necessary improvements from instructor feedback, you will not need to enlist the help of the Writing Center. If you continue to make the same writing errors or if writing is not your thing, and most of my time is spent wading through poorly written information to find nuggets of relevant material, you will need to work with the [Writing Center](#) before submitting work for grading.

The [LCSC Writing Center](#) is located on the first floor of the library. Their email address is [writingcenter@lcmail.lcsc.edu](mailto:writingcenter@lcmail.lcsc.edu), their phone number is 792-2433. **Coeur d’Alene Students** can access the main campus writing center, or contact the writing tutor at the [Coeur d’Alene Center](#) [cdawritingcenter@lcmail.lcsc.edu](mailto:cdawritingcenter@lcmail.lcsc.edu).

They generally require a **48-hour turn-around** for reviewing your work and returning it to you, so this will take some planning and preparation on your part in order for you to stay on top of your work and meet assignment deadlines.

It is important that students take responsibility for their learning and use graded assignments as tools for improvement. I am always happy to discuss ways for you to produce your best work possible outside of class as well.

**Polished Rough Draft and Final Paper and Presentation:** You are to choose a topic of interest related to gender and violence (see some example topics at the end of this syllabus). Your final paper should be:

1. Five to seven (5 – 7) pages in length (excluding Title and References pages)

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2. Based on recent **scholarly** journals, pre-approved books, government or non-profit websites (**published within the past 5 years**) One pre-approved interview can count as a resource (**NOT** based on a general internet search).
3. Use a **minimum of four (4)** different **scholarly** resources. You may use your textbooks as resources **in addition to the 4 minimum scholarly resources**.
4. Be written to national APA standards (See "[Reference List: Author/Authors](#)" for formatting examples of your Reference page and "[In-text Citations](#)" instruction on Purdue OWL website for APA guidelines and examples).

The **polished draft of your research paper** is due before class on **Thursday, April 12<sup>th</sup>**. The **final paper** is due before class on the day you present your PowerPoint presentation (**either Thursday, April 28<sup>th</sup>, Tuesday, May 3<sup>rd</sup> or Thursday, May 5<sup>th</sup>**).

The accompanying oral presentation should be 6 - 8 minutes in length in a PowerPoint format. **You are to submit a few sentences to Canvas describing your selected topic to me, along with a list of fully cited possible sources for approval by Thursday, February 24<sup>th</sup> before class begins.**

**Possible Research Topics:** You can focus on the victim, the perpetrator, specific laws, or policies for your research topic. Be sure to click the "Scholarly (Peer Reviewed) Journals" box before conducting your search. I encourage you to make a [research appointment](#) with an LCSC librarian if you have not searched for these types of documents before. The appointment can be done in person, via phone or video conference.

- Domestic Violence Programs
- Spousal Sexual Assault
- Female Genital Mutilation
- Honor Killings
- Female Inmates
- Batterer Treatment Programs
- Profiles of Sex Offenders
- Male Victims of Domestic Violence
- Female Correctional Facilities
- Female Self-Mutilation
- Female Drug Addiction Initiation and Progression
- Male Victims of Rape
- Sexism in Law Enforcement
- Uxoricide (Spousal homicide)
- Domestic violence perpetrated by police officers
- Violence in the LGBTQ Community

**Class participation:** Non-preparation or non-participation will be considered non-attendance for grading purposes. Three (3) points can be lost each class for failing to participate in any given class. Participation requires at a minimum:

1. Being present in the classroom during the entire class session
2. Being prepared for class (e.g., Already read the material, assignments turned in by due date)
3. Answering questions based upon the class readings and lectures

Class participation is included in your evaluation for two important reasons: **One**, when you are not present, the class is diminished by not having your ideas and your influence on others' thinking. **Two**, being in class also expresses your ability to conduct yourself in a professional manner.

**Sometimes students are under the impression that class assignments are asking what they already know about a topic. This is not the purpose of higher education. Class assignments are developed**



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**to gauge what you are learning, not what you already know. While you may have a really good answer to an assigned question based on your personal knowledge and experience, the purpose of course assignments are to assess your ability to learn material presented in the course, and assimilate this new information into useful skills in the criminal justice profession. Please bear this in mind when doing your assignments.**

For timely communication between student and instructor, please email me at [hemcmillin@lcsc.edu](mailto:hemcmillin@lcsc.edu) or on the Canvas "Inbox" link with any questions you have.

**Zoom Format:** We are so fortunate to be able to continue working to support your progress towards your education. Adjustments can be rough, but they are necessary to maintain the integrity of the learning environment. **Therefore, you must create a classroom environment from wherever you are attending class.** This includes:

- A. Keeping your Zoom camera on during the entire class session**
- B. Avoiding distractions (e.g., visiting with roommates, online shopping, catching up on social media, etc.)**

Please understand that failure to observe these very basic rules of courtesy and respect can result in:

- 1) Reduction in participation/attendance points
- 2) Removal from class sessions
- 3) An appointment with the Vice President of Student Affairs
- 4) Suspension or expulsion

**Caution: This class covers very adult topics. As such, you may want to keep others out of earshot or be sure to use headphones so as not to offend others who may be nearby.**

**Classroom Expectations:**

- You are expected to come to class having **already read the material** to be discussed for that day.
- We cover a lot of material in this class – **PLEASE ASK QUESTIONS.** I do not mind clarifying information, and quite likely, others are wondering the same thing. I *want* you to understand the material. **I am happy to meet with you outside of class to help your understanding.** Don't flounder out there alone becoming more and more frustrated. Ask me so we can get you back to full production☺.
- **If you must be absent from class,** please obtain class notes from one of your classmates. Powerpoint lectures and assignments are available on Canvas. Class information is presented at the time appointed on the syllabus. I do not have the time to repeat lessons to individuals in addition to the class sessions. Please do not contact me for information you missed by not attending class.

**Grading.** I generally have your graded assignments back to you within 7 days.

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**LC State Grading Scale**

Letter	Percentage	Letter	Percentage
A	93 - 100	A-	90 - 92.99
B+	87 - 89.99	B	83 - 86.99
B-	80 - 82.99	C+	77 - 79.99
C	73 - 76.99	C-	70 - 72.99
D+	67 - 69.99	D	60 - 66.99
F	Below 60		

Because this is an upper-division course, mid-term grades will **not** be posted. The [Canvas](#) “Grades” link shows your cumulative percentage (less your participation points, which will only bolster your grade once they are added at the end of the semester).

[Expectations of Students Earning a Bachelor's Degree](#)

1. The ability to think critically about major issues relating to justice studies.
2. An understanding of human behavior, social control, cultural differences, and concerns for minority groups.
3. Proficiency in the use of verbal and written communication skills.

**Cell phones, laptops and other electronic devices:** Cell phones should be turned **off** during class. If you must answer a call, please step outside the room so you won't disturb the students around you. It is permissible to use laptops/computers for note taking during class lectures/discussions, but not during exams. It is considered rude and unprofessional behavior to use the computer for other than taking notes during lecture/discussion periods. Use of the Internet, checking emails, social media, playing computer games or other non-class related activities during class, means you are not “present” for the class and therefore you will be marked as absent, losing the 3 points for lack of participation.

**Audio/Video recording of lectures is strictly prohibited** without documentation from the college's Accessibility Services office. A lecture is considered the intellectual property of the instructor, and copyright guidelines and regulations apply to the recording of lectures. In addition to considerations of copyright and intellectual property, the need to protect the privacy of students in the class being recorded is also essential (adapted from:  
<http://www.teaching.utoronto.ca/Assets/Teaching+Digital+Assets/CTSI+1/CTSI+Digital+Assets/PDFs/Recording+Lectures.pdf>).

**Student Decorum:** The best learning occurs in an environment of respect. Please remember that this is a professional program and in addition to class content, you are expected to learn and exhibit professional behavior towards one another. This includes respectfully receiving feedback from instructors, administrators, supervisors, etc.

Students may not always understand or agree with the instructor's evaluation of their work. If you would like to approach me with a genuine interest in how you can improve your work, I am happy to spend as much time as you need helping you do that. Conversely, please understand that ill-mannered confrontations (either in person, over the phone, through emails, etc.) will **not** be tolerated or responded to

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by this instructor. You will find similar responses by employers and co-workers when you become part of the professional workforce, so it is best to develop your professional persona now. College is a particularly stressful, albeit rewarding event in your life. Should you need assistance with managing your stress, you can [contact an LC Counselor](#) on main campus at **(208) 792-2211**.

**Code of Conduct:** You are expected to participate in classroom discussions and conduct yourself in a professional manner. Private discussions with other students, passing notes, reading newspapers or websites, eating, sleeping, and persistently arriving late or leaving early constitute inappropriate classroom behavior. If you demonstrate such behavior you will be verbally warned in class to cease. If you persist in disruptive or distracting behavior, formal action, in accordance with LCSC policy, will be taken.

From the [LCSC Student Handbook, Code of Conduct regarding Academic Dishonesty](#): “Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding. Academic Dishonesty includes:

- a) Cheating**—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term "academic exercise" includes all forms of work submitted for credit hours.
- b) Fabrication**—intentional and/or unauthorized falsification or invention of any information or the source of any information in an academic exercise.
- c) Collusion facilitating academic dishonesty**—intentionally or knowingly helping or attempting to help another to commit an act of Academic Dishonesty.
- d) Plagiarism**—the deliberate adoption or reproduction of ideas or words or statement of another person as one’s own without acknowledgment.
  - Copying and pasting from another source is plagiarism.
  - Typing word for word from another source is plagiarizing.”

Any form of academic dishonesty can result in an F on the assignment, an F in the class, academic suspension, and/or academic dismissal. **Do your own work.**

**Workload - What is a credit hour?** For a typical LCSC semester, 1 credit hour is the equivalent of one 50-60 minute direct faculty instruction and 2 hours of out-of-class student homework/study time, for approximately 15 weeks. Therefore, 3 credit hours corresponds to approximately 6 hours of student work per week (From LC Policy #2.127).

**Counseling Services:** The issues discussed in this class may give rise to personal discomfort or distress. *Please let me know if you have any concerns.* LCSC provides confidential, no cost counseling services to students.

- Students can contact [LC-State Student Counseling Center](#) at **(208) 792-2211** during business hours to schedule an appointment with a counselor. **Lewiston students** can also contact the YWCA **24-hour crisis line** at **(208) 746-9655** or **1-800-669-3176**. **Coeur d’Alene students** can also contact the Safe Passage **24-hour crisis line** at **(208) 664-9303**.

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**LCSC Student Email Account:** According to college policy, your LC student email account is the only email we can use to communicate with you. We send you important information in emails that must be viewed in a timely manner. Please check your LCSC email regularly! Another simple option is putting a forward on your LCMail to an account that you check more regularly. To do this:

1. Get logged into your LCMail account
2. Go into your inbox
3. Click on "mail settings" (upper right hand corner by your email address)
4. Click on "Forwarding and POP/IMAP"
5. Click on "Forward A Copy of Incoming Mail to:"
6. Insert your other email address into the blank field
  - A code will be emailed to this account
  - Copy and paste the code into the box
7. Select "Keep LCSC Mails Copy in the Inbox" (if you choose)
8. Scroll to bottom and Save Changes

**IT Issues** (WarriorWeb, LC email account) email [helpdesk@lcsc.edu](mailto:helpdesk@lcsc.edu) or call **1-208-792-2231**.

For issues with Canvas, go to [How do I get help with Canvas as a student?](#) or start a [live chat with Canvas Support](#).

You can also visit the [e-Learning Student Resources website](#) and click on the "Canvas" link.

### **Accessibility Services**

In compliance with the Americans with Disabilities Act of 1990 and Section 504/508 of the Rehabilitation Act of 1973, Lewis-Clark State College provides services and accommodations to students who experience barriers in the educational setting due to learning, emotional/psychiatric, physical, visual, or hearing disabilities. For more information, please contact [Accessibility Services](#). Their email is [accessibilityservices@lcsc.edu](mailto:accessibilityservices@lcsc.edu), **phone: 208-792-2677**. Please also let your instructor know of any special needs you may have to achieve a successful learning environment.

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