

CRIJ 3321 – Family Violence

Fall 2019 (Section002, CRN# 18049)

PROFESSOR:

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Department of Criminal Justice
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CLASS DATES:

Oct 21, 2019 - Dec 07, 2019

OFFICE HOURS:

Virtual Office Hours are by appointment. I can be contacted via blackboard email and UTEP email and can meet with students via phone and skype. Please allow 24 hours to respond on weekdays and 48 hours over the weekend.

CATALOG COURSE DESCRIPTION:

This course surveys definitions, prevalence, and theories of family violence in the United States. Special emphasis is given to 1) the impact of variation in definitions of family violence on scientific research and conclusions; 2) the societal response to family violence; and 3) the effectiveness of policing strategies of domestic violence.

COURSE OVERVIEW:

From a criminological and sociological perspective, this course will provide students with an overview of one of our society's "dirty little secrets," family violence. We will begin by acquainting students with the tools necessary to study family violence: a history of family violence, theories of family violence, and methods use to study family violence (Week 1- 3). The remainder of the course will be devoted to discussing different forms of family violence---elder abuse, child abuse, and intimate partner violence—a as well as how violence is shaped by social location—race, class, and gender as well in heterosexual and homosexual families. We will end the class by discussion prevention strategies and intervention as well as the role of social service agencies and the criminal justice system.

LEARNING OBJECTIVES:

Upon completion of this course students will:

- Know the historical background of family violence,
- Know the personal and social consequences of family violence,
- Know the empirical literature on family violence
- Know the various theoretical perspectives on family violence,
- Understand how women and children have been particularly affected by family violence,
- Know how family violence is experienced within special populations (i.e. gay and lesbian couples, minority families, police families, military families, etc.),
- Know the roles of the criminal justice system and how it protects victims of family violence.

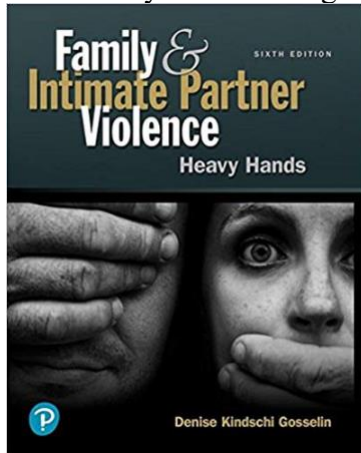
REQUIRED TEXT:

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Gosselin, Denise Kindschi. Heavy hands: An introduction to the crimes of intimate and family violence. Pearson, 2014.

Note: If any other readings are required, I will provide those articles in the week's class module.



GRADING:

Your grading will be based on the following point criteria:

Weekly Discussions	(50 pts X 6)	300 Points
Quizzes	(100 pts X 2)	200 Points
Final Draft	(100 pts)	100 Points
Final Ethics Paper	(300 pts)	300 points

GRADING SCALE: 900 possible points

NOTE: Grades are assigned according to the total points earned.

Refer to Blackboard for more information regarding the grading criteria

The letter grade for the class is determined by the number of points you accumulate during the semester, so every point will count. Your points will be recorded in the “My grades” section of Blackboard. Every assignment a grade will be recorded by the point values—not percentages.

DETAILS OF COURSE REQUIREMENTS

I. Final Ethics PAPER:

Each student will be required to choose a documentary or ted talk from a list provided that presents one or more major concepts of family. The purpose of the paper is not a review the TED talk or documentary itself, but rather exercise a practical application and analysis that shows your learning and understanding of the major concepts and theme of the class. The idea here is to critically consider and apply concepts from the class to a real life scenario. Therefore, the more concepts and ideas identified from the text and class discussions there are, the better your paper will be. The Final Paper is due on Saturday

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12/07/19. Refer to Blackboard for more information and list of documentaries and TED talks regarding your Final Paper and grading rubric.

II. Final Draft

Throughout the class, you are expected to devote time towards completing the Final paper. An initial rough draft is due on Sunday 11/10/19 in which you will identify the documentary or TED talk you choose from the list (11:59 pm). This assignment is designed to get you started so that you don't leave all the work for the last week of class. Watching the documentary or TED talk around the mid-point of this course should help you get started in identifying the ethical dilemmas and concepts that you will discuss in the final paper. ***Refer to Blackboard for more information regarding these assessments***

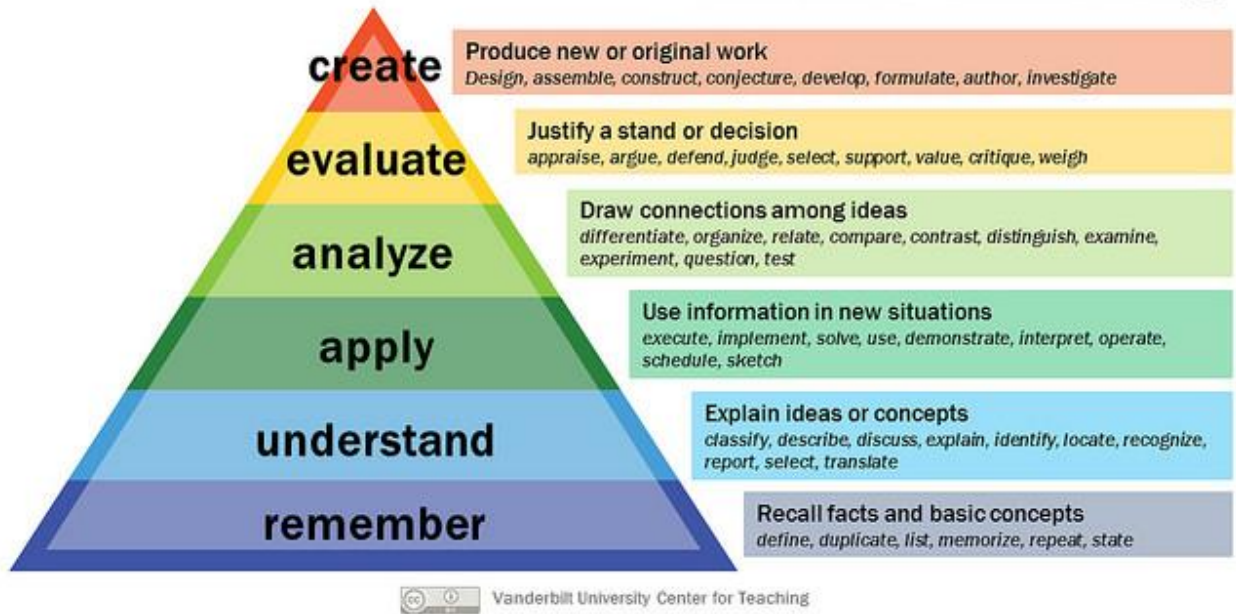
III. Discussion Participation

Each week there will be one discussion question that must be answered thoroughly and completely. Your response to the discussion question should be scholarly and thorough. In your response, you must demonstrate your understanding and application of the readings and materials.

You are required to respond to two students/peers that provokes thought. You must respond with more than "Good job," or "I agree." Your response to your peers during discussion posts should provide evidence that you read and reflected on the class material. In addition, discussions for this class should not focus solely on opinions. They are about arguments that are informed by the reading materials that have been assigned. Thus, I encourage you to guide your discussion-based Bloom's Taxonomy of higher order thinking and keep in mind that the point of discussions is not to reach definitive answers, but to keep the conversation going (please see the figure below as well as the section on).

Netiquette: You must maintain an academic attitude and uphold UTEP policies. Being disrespectful, using profanity or unprofessional behavior will not be tolerated. All your online communications must be composed with fairness, honesty and tact.

Bloom's Taxonomy



***Note that you may miss one of the 7 discussions. I build this in to allow for you to be able to miss one with no penalty. ***

LATE ASSIGNMENTS

Due dates specified in this syllabus. Plan accordingly. You can submit all assignments early. Weekly Modules will be made available every Sunday and you will be able to access them at any time. Late assignments will be deducted 10% for each day the assignment is late. Assignments submitted more than 2 days late, will not be accepted.

IV. **QUIZZES:** There will be 2 quizzes, worth 200 points each (**SEE schedule for quiz dates**)

- **The exact format of quizzes is to be determined.** However, the exams will likely be structured with some combination of Multiple choice, True/False, and/or Essay questions.
- **Quizzes must be submitted in Blackboard by the due date.**

MAKE-UP QUIZ POLICY:

- Each student is expected to take the quizzes as scheduled.
- **To make-up a quiz, students MUST email me (aahernandez4@utep.edu) prior to the quiz set up a make-up time. Student must have a verifiable excuse and it is the instructor's discretion as to what is a valid excuse.**
- Students are allowed one make-up quiz for the entire semester.

V. IMPORTANT UNIVERSITY GUIDELESS

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ACADEMIC DISHONESTY:

Academic dishonesty includes cheating on an exam, turning in someone else's assignment from a previous class, or plagiarism: "(1) use by paraphrase or direct quotation of the published or unpublished work of another person without fully and properly crediting the author with citations or biographical reference; (2) unacknowledged use of work/materials prepared by another person or agency engaged in the selling of term papers or other academic materials; (3) unacknowledged use of original work/material that has been produced through collaboration with others without release in writing from collaborators."

I take cases of alleged academic dishonesty seriously. For students who are found to have allegedly engaged in any form of academic dishonesty, the case will be referred to the Office of Student Conduct and Conflict Resolution (OSCCR). While the case is being investigated by OSCCR, an "I" (Incomplete) will be assigned until the case is resolved. If the student is found by OSCCR to have engaged in misconduct, sanctions may include a failing grade on the assignment or exam in question, a failing grade in the course, suspension, or dismissal from the University. See <http://www.utep.edu/dos>

UTEP DROP POLICY:

If unforeseen circumstances happen where a drop is necessary, *students* are responsible for initiating any course drop. It is the student's responsibility to determine how dropping courses may affect financial aid. **Students are limited to dropping no more than 6 courses over their entire academic career of all courses taken at any public college or University in Texas.**

- Students who drop a course within the first 2 weeks *before the "official census date,"* the course will not appear on the transcript, and doesn't count toward the 6-course drop limit.
- Dropping a course *after the official census date, but before the "course drop date"* will generate a "W" in the course—although the drop shows on your transcript, a "W" does not lower your GPA. However, this type of drop counts against your 6-drop limit.
- If the course is dropped *after the "course drop date"* or if the student just stops coming/taking tests, etc., UTEP requires the instructor to issue an "F" in the course that permanently remains on the transcript. This type of drop counts against the 6-drop limit.
- UTEP also allows instructors to administratively drop any student because of excessive absences, lack of effort, or disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP email account. A "W" will be issued if the drop occurs before the course drop date, and an "F" will be issued if a student is administratively dropped for disciplinary reasons or after the course drop date. This type of drop counts against the 6-drop limit.
- If circumstances occur where a student must miss an excessive number of classes and/or is unable to submit multiple assignments (e.g., student medical reasons, medical conditions of a family member, death of a family member, active military service), they should first discuss the possibility of withdrawal from all classes with their academic advisor. If a student withdraws completely from all classes, please notify me at aahernandez4@utep.edu. Complete withdrawals from all classes in the same semester do not count against the 6-drop limit.

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TECHNOLOGY POLICIES & TECHNOLOGICAL PROBLEMS/QUESTIONS

For all technological, hardware, software problems, lost files, and/or questions with Blackboard, as well as difficulties you are having during an exam, contact Technology Support Help Desk 24 hours a day, 7 days a week. Tech support is set up to specifically address technical questions and problems about Blackboard. Professors are not technical support staff.

Phone: 915.747.4357 or toll free: 1-877-382-0491

E-mail: helpdesk@utep.edu

Website: <http://admin.utep.edu/Default.aspx?tabid=74092>

In Person: UTEP Library, Room 300

CHECK YOUR TECHNOLOGY

1. Computer with a reliable internet connection

- Mobile devices are not reliable to access exams and use the discussion board.

2. Blackboard (BB) Learning Management System

The entire course is run through UTEP's BB system, so students must activate and use their BB accounts regularly.

- Always log in using your UTEP name and password, and never as a "guest".(the guest option will kick you out after 15-20 minutes, which is problematic when taking a test because you will not be able to finish your test). All students are responsible for regularly
- logging in and checking for posted announcements, submitting assignments, participating in discussion boards, and taking tests through BB. Contact UTEP tech support for any questions or concerns regarding navigating in BB or learning how to do something in BB.

3. Browser Information (See the left side of the menu on the main BB page for hardware, software, and browser checks)

- Firefox seems to consistently work the best, but other supported Browsers include Chrome, Safari, and Internet Explorer. (However, try not to use Internet Explorer as it is known to have issues uploading BB content).
- Be sure to "Allow pop-ups" for Blackboard
- **Clear your browser cache**

4. Verify that you have the most updated version of "Java"

<http://java.com>

5. Additional Software you may be Using

- All word documents should be saved with a "docx" extension identifying it as a Microsoft Word
- file or compatible with MS Word
- Windows Media Player
- Quick Time
- Adobe Reader
- Adobe Flash Player

Contact the UTEP IT website which may be able to provide you with updates, patches, and/or

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compatibility packs if you need any of these.

CLASS SCHEDULE:

MODULE	OBJECTIVES	READINGS & ACTIVITIES	ASSESSMENTS	BLACKBOARD DISCUSSIONS	NOTES
<b style="color: red;">Week 1 <i>Introduction to the Study of Family Violence</i> 10/21/19 to 10/27/19	Syllabus & Course Overview Complete Module 1 Class Introductions	Reading #1 – Read Chapter 2 in the required text Introduce yourself Discussion Board Week 1 discussion: I expect everyone to introduce themselves to break the ice and facilitate further discussion.	Discussion #1: Introduce yourself to class and answer the discussion question.	DQ #1 Initial response to instructor's post due by Thursday 10/24/19 (11:59 pm) Respond to another student's response by Sunday 10/27/19 (11:59 pm)	Refer to Blackboard for course readings, discussion guidelines, Final paper instructions, and class modules
<b style="color: red;">Week 2 <i>Major Theories in Family Violence</i> 10/28/19 to 11/03/19	Complete Module 2	Reading #2 and #3 - Provided in this week's class module Complete	Discussion #2	DQ #2 Initial response due by Thursday 10/31/19 (11:59 pm) Student-2-Student response due by Sunday 11/03/19 (11:59 pm)	Refer to Blackboard to view Week 2 class module & readings
<b style="color: red;">Week 3 <i>Research Methods in Family Violence</i> 11/04/19 to 11/10/19	Complete Module 3	Reading #4 – Read Chapter 3 in the required text Final Paper Proposal	Discussion #3: Final Paper Draft by Sunday 11/10/19 (11:59 pm)	DQ #3 Initial response due by Thursday 11/07/19 (11:59 pm) Student-2-Student response due by Sunday 11/10/19 (11:59 pm)	Refer to Blackboard to view Week 3 class module, readings, & Final paper draft instructions

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<p>Week 4</p> <p>11/11/19 to 11/17/19</p> <p><i>Empirical Data</i></p>	<p>Complete Module 4</p>	<p>Reading #5 & 6 Provided in this week’s class module Complete Quiz 1</p>	<p>Discussion #4</p> <p>Quiz 1 due by Sunday 09/22/19 (11:59 pm)</p>	<p>DQ #4 Initial response due by Thursday 11/14/19 (11:59 pm)</p> <p>Student-2- Student response due by Sunday 11/17/19 (11:59 pm)</p>	<p>Refer to Blackboard to view Week 4 class module, readings & Quiz 1 instructions</p>
<p>Week 5</p> <p>11/18/19 to 11/24/19</p> <p><i>Types of Violence & Family violence across the life course</i></p>	<p>Complete Module 5</p>	<p>Reading: #7 Provided in this week’s class module & Reading #8 (Skim Chapter 4-12 in required text. Each chapter is devoted to fully explain different types of family violence: You are not required to read this thoroughly but skim through it to familiarize yourself with each type).</p>	<p>Discussion #5:</p>	<p>DQ #5 Initial response due by Thursday 11/21/19 (11:59 pm)</p> <p>Student-2- Student response due by Sunday 11/24/19 (11:59 pm)</p>	<p>Refer to Blackboard to view Week 5 class module & readings</p>
<p>Week 6</p> <p>11/25/19 to 12/01/19</p> <p><i>Intervention, prevention, policies, and solutions</i></p>	<p>Complete Module 6</p>	<p>Reading #9: Chapter 12 in required text & Reading#10 Provided in this week’s class module Complete Quiz 2</p>	<p>Discussion #6: & Quiz 2 due by Sunday 12/01/19 (11:59 pm)</p>	<p>DQ #6 Initial response due by Thursday 11/28/19 (11:59 pm)</p> <p>Student-2- Student response due by Sunday 12/01/19 (11:59 pm)</p>	<p>Refer to Blackboard to view Week 6 class module, readings, & Quiz instructions</p>
<p>Week 7</p> <p>12/02/19 to 12/07/19</p> <p><i>Final Week</i></p>	<p>Complete Module 7</p> <p>Final Paper</p>	<p>Catch up on final paper</p>	<p>Discussion #7: Final Paper due by Saturday 12/07/19 (11:59 pm)</p>	<p>DQ #7 Initial response due by Thursday 10/05/19 (11:59 pm)</p> <p>Student-2- Student response</p>	<p>Refer to Blackboard to view Week 7 class module, readings, and Final paper instructions – Good luck!</p>

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				due by Saturday 12/07/19 (11:59 pm)	
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***I reserve the right to add assignments if necessary and amend the schedule to suit the needs of the class.**

STRATEGIES FOR BUILDING CRITICAL THINKING

- **Cultivate a Healthy Skepticism.**
 - Critical thinkers do not take information at face value or trust their gut reaction. They ask questions and investigate claims to determine if there is sufficient evidence.
- **Be Open-Minded and Humble.**
 - If you find information that undermines your values, you may be reluctant to give it credence. However, critical thinkers understand that they do not have all the answers. They seek out other perspectives and do not immediately discount information that contradicts their assumptions.
- **Keep a Reflective Journal.**
 - Critical thinkers are honest with themselves. They are quick to point out their own biases and understand how they may be influenced by their past experiences or feelings. To facilitate this honest reflection, keep a journal where you record your thoughts, values, and beliefs, and how they change as you encounter different people and situations.
- **Follow the Critical Thinking Process.**
 - When faced with a problem or question, work through the steps of the critical thinking process (described below). Once you have done so repeatedly, it will start to become second nature. For the first few times, you may want to write out the steps and your responses to the reflective questions for each step.

The Critical Thinking Process*

1) **Select the problem or question you want to answer.**

2) **Identify assumptions.** An assumption—meaning something that you automatically accept as true, based on your upbringing, values, or beliefs—can be immediately apparent to you or hidden. To determine what these assumptions are, talk to others, view video programs, read texts, and free write in a journal on the problem or question. How you respond reveals your assumptions.

- **Reflective questions for this step:**
 - What do I assume to be true about the problem?
 - What do I assume to be true about the people affected by the problem?
 - What do I assume to be the correct solution?
 - Why?

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3) **Check accuracy and validity.** At this stage in the process, conduct research to see if your assumptions are correct. The type of research depends on the type of problem you want to solve.

- **Reflective questions for this step:**

- What research can I do to test my assumptions?
- Is this research credible?
- How does the research support or refute my assumptions?

4) **Find alternative perspectives.** This step is an extension of Step 3. Part of critical thinking is discovering perspectives that contradict or clash with your own. These perspectives can show how your original thinking was flawed or incomplete. To discover a true solution, it is important to investigate many different viewpoints during the research phase.

- **Reflective question for this step:**

- In what way(s) do I need to adjust my thinking?

5) **Take informed action.** The next step in the process is to decide or pursue a solution, based on the thorough research you conducted.

- **Reflective questions for this step:**

- What is the best course of action for this problem?
- Why?

6) **Analyze the action.** After any decision or solution has been applied, it is a good idea to analyze that action to determine if it had the desired effect.

- **Reflective questions for this step:**

- What were the results of the action?
- Were those results intended? If not, what were the flaws in my reasoning that may have led to an inappropriate action?
- What about my thinking process do I need to change for next time?

*Adapted from Brookfield, S. (2007). *Developing critical thinkers*. Retrieved from <https://www.mnsu.edu/grants/ipesl/Stephen%20Brookfield%20Mankato%20Pkt.pdf>