

CRIJ 3321 – Family Violence
CRN 25348
Spring 2024

PROFESSOR:

Hernandez, Alma Angelica

Department of Criminal Justice

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CLASS DATES:

January 16 - March 3, 2024

Final Paper Due on March 3, 2024

OFFICE HOURS:

Virtual Office Hours are by appointment. You may contact me via UTEP email and can meet with students via phone and Zoom. Please allow 24 hours to respond on weekdays and 48 hours over the weekend.

CATALOG COURSE DESCRIPTION:

This course studies definitions, prevalence, and theories of family violence. Particular 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 give students an overview of one of our society's "dirty little secrets," family violence. We will begin by acquiring the tools necessary to study family violence:

- The history of family violence.
- Theories of family violence.
- Methods used to study family violence.

The remainder of the course will be devoted to discussing different forms of family violence — elder abuse, child abuse, and intimate partner violence—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 discussing prevention strategies and interventions and the role of social service agencies and the criminal justice system.

This course examines controversial theories of domestic violence. For example, battering is a learned behavior versus a psychological behavior. The course also provides the tools and knowledge to assist students in working with victims/survivors/batterers in making decisions that are in their best interests. Students will be able to identify the necessary services available for referral and understand how best to interact with other agencies on behalf of the victim/survivor, children, or batterer.

LEARNING OBJECTIVES:

Upon completion of this course, students will:

- Describe the historical background of family violence.
- Explain the personal and social consequences of family violence

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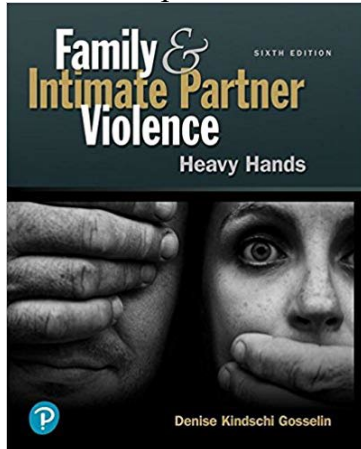
- Synthesize the empirical literature on family violence
- Evaluate and apply the various theoretical perspectives on family violence.
- Understand how women and children have been particularly affected by family Violence.
- Describe how family violence is experienced within special populations (i.e., gay and lesbian couples, minority families, police families, military families, etc.).
- Synthesize, describe, and evaluate the roles of the criminal justice system and how it protects victims of family violence.

REQUIRED TEXT:

Gosselin, Denise Kindschi. Heavy hands: An introduction to the crimes of intimate and family violence. Pearson, 2019.

(Family and Intimate Partner Violence: Heavy Hands (6th Edition) ISBN-13: 978-0134868219 ISBN-10: 0134868218)

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



GRADING:

Your grading will be based on the following point criteria:

Syllabus Quiz*	(10 pts)	10 Points
Weekly Discussions	(50 pts X 7)	350 Points
Quizzes	(100 pts X 3)	300 Points
Final Draft	(50 pts)	50 Points
Final Ethics Paper	(300 pts)	300 Points

GRADING SCALE: 1000 points

- A = 900-1000
- B = 800-899
- C = 700-799
- D = 600-699
- F = 599-below

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

*** Extra credit points**

Refer to Blackboard for more information regarding the grading criteria for each assignment.

The letter grade for the class is determined by the number of points you accumulate during the semester. Every point counts. Your points will be recorded in the “Gradebook” section of Blackboard. Grades for assignments are reflected in point values—not percentages.

DETAILS OF COURSE REQUIREMENTS

I. Final Paper:

Each student must choose a documentary or TED talk from a list provided that presents one or more significant concepts of family violence. The purpose of the paper is not to review the TED talk or documentary itself but to exercise a practical application and analysis that shows your learning and understanding of the significant 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 Sunday, **03/03/24**. **Refer to Blackboard for more information and the list of documentaries and TED talks regarding your Final Paper and grading rubric.**

II. Final Draft

You will need to work on completing the Final paper throughout the class. An initial rough draft is **due on Sunday, 02/11/24**, in which you will identify the documentary or set of TED talks you choose from the list. This assignment is designed to get you started so you do not leave all the work for the last week of class. Watching the documentary or set of TED talks around the mid-point of this course should help you identify the ethical dilemmas and concepts you will discuss in the final paper. **Refer to Blackboard for more information regarding these assessments.**

III. Discussion Participation

A significant amount of your grade will come from weekly discussions in which you will want to carefully address all parts of the question and connect it to the class material. The class schedule lists ten discussions that serve as the online classroom's participation and active engagement components. Your participation in our discussion forum should be scholarly and thorough.

Regarding expectations, you must ***address all parts of the main discussion topic and reply to two students'/peers' discussion posts*** in a manner that provokes thought. You must respond with more than "Good job" or "I agree." Your response to your peers during discussion posts should show 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

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materials that have been assigned. Thus, I encourage you to guide your discussion based on Bloom's Taxonomy of higher-order thinking. Remember that the point of discussions is not to reach definitive answers but to keep the conversation going (please see the guide and figure below and the section on strategies for critical thinking at the end of the syllabus).

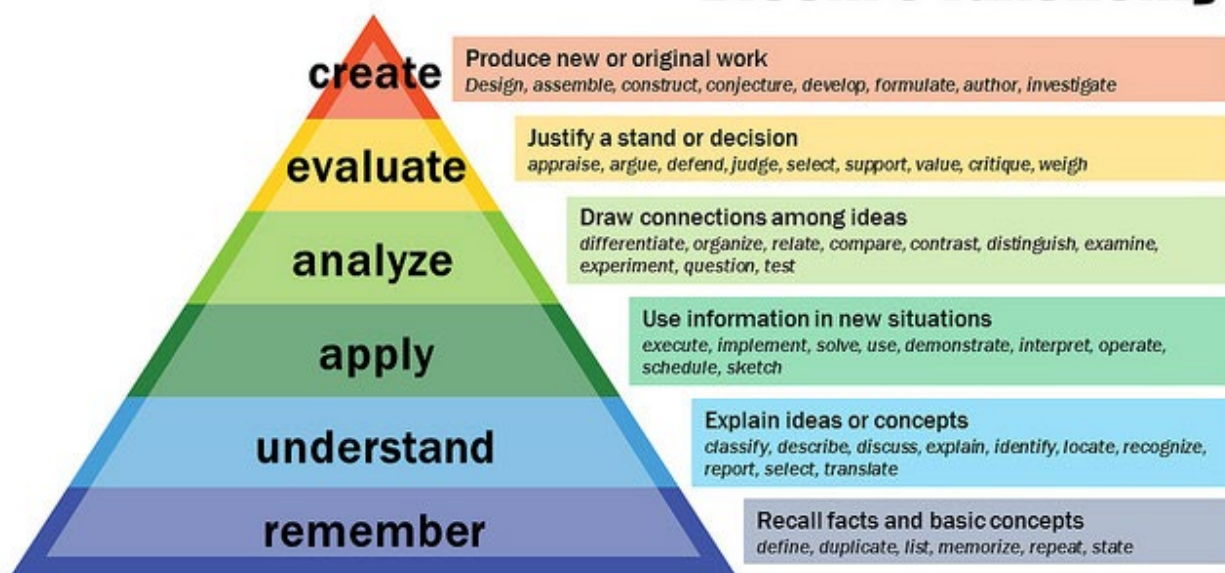
Special Note:

It is likely that some of the students in this course are victims, perpetrators, or witnesses of family violence. Therefore, some particular guidelines are being established:

- (Withholding): Do not feel obligated to reveal your experiences. Reveal only what is comfortable for you.
- (Confidentiality): Any revelations made in this course to the professor must not be reported in an identifiable way to others.
- (Respect): We should respect victims and their decisions even if we disagree. We should also respect perpetrators and recognize their own victimization while holding them responsible for their actions.
- Disagreements should be handled through constructive dialogue. It is easy to get angry with those who disagree with us on these topics and with entire categories of people.
- (Hope and activism): It is easy to get depressed and to despair about this subject. Remember that the situation is better today than ten years ago because activists in the area have worked for change. Things will be better ten years from now **IF we** keep insisting on it.

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



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LATE ASSIGNMENTS:

Due dates are specified in this syllabus. Plan accordingly. You can submit weekly assignments early. Weekly Modules will be available every Sunday, and you can access them anytime. Late assignments will be deducted 10% each day the homework is late. Assignments submitted more than two days late will not be accepted.

IV. **QUIZZES:** There will be three quizzes worth 100 points each (**See our class schedule for quiz dates**)

- **Quizzes** will consist of a combination of Multiple-choice, True/False, and Essay questions.
- **Quizzes must be submitted in Blackboard by the due date listed on our class schedule.**

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) before taking it late to confirm the new submission deadline and ensure it is graded after the due date. Students must have a verifiable excuse, and it is the instructor's discretion to determine what is a valid reason.**
- Students are allowed one make-up quiz for the entire semester.

EMAIL PROTOCOL

Please put the course and section number in the subject line when emailing me. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name that you are registered under. This will help me locate you and get you an answer promptly.

V. **Important University Policies**

Title IX:

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Students who become pregnant or have parenting responsibilities may also request reasonable accommodations. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. The UTEP Center for Accommodations and Support Services (CASS) will process requests for accommodations based

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on a disability, pregnancy, or parenting. Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

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. The case will be referred to the Office of Student Conduct and Conflict Resolution (OSCCR) for students who are found to have allegedly engaged in any form of academic dishonesty. While the case is being investigated by OSCCR, an "I" (Incomplete) will be assigned until the case is resolved. Suppose the student is found by OSCCR to have engaged in misconduct. In that case, 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:

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." See academic regulations in the UTEP Undergraduate Catalog for a list of excused absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24-hour advance notice via email.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar's Office to initiate the drop process. You risk receiving an "F" for the course if you do not.

TECHNOLOGY POLICIES & TECHNOLOGICAL PROBLEMS/QUESTIONS

For all technological, hardware, software problems, lost files, and questions with Blackboard, as well as difficulties you are having during an exam, contact Technology Support Help Desk Twenty-four hours a day, seven days a week. Tech support is set up to address technical questions and problems about Blackboard specifically. 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>

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In Person: UTEP Library, Room 300

CHECK YOUR TECHNOLOGY

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account works and you can access the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop. You must download or update the software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook, and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please get in touch with the UTEP Help Desk, as they are explicitly trained to assist with the technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

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>

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VI. Class Schedule

Every Monday, a new module will open in Blackboard with a PowerPoint and reading materials to download and review (except for the last week of class because that week is about giving you time to complete the final paper).

MODULE	REQUIRED READINGS	GRADED ASSIGNMENTS	DISCUSSION DEADLINES	NOTES
Week 1 <i>Introduction to the Study of Family Violence</i> 01/16/24 to	Chapter 2 in the required text	Complete Syllabus Quiz by Sunday 03/21/24 (11:59 pm) Discussion #1:	DQ #1 Initial response to instructor's post due by Thursday 01/18/24 (11:59 pm)	Refer to Blackboard for course readings, discussion guidelines, Final paper instructions, and class modules

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01/21/24		Introduce yourself to the class and answer the discussion question.	Respond to another student's response by Sunday 01/21/24 (11:59 pm)	
Week 2 <i>Theory & Research in Family Violence</i> 01/22/24 to 01/28/24	Chapter 3 in the required text	Discussion #2	DQ #2 Initial response due by Thursday 01/25/24 (11:59 pm) Student-2-Student response due by Sunday 01/28/24 (11:59 pm)	Refer to Blackboard to view class modules & readings
Week 3 <i>Data & Statistical Trends</i> 01/29/24 to 02/04/24	Article #1 & 2 Provided in this week's class module – read it carefully and completely	Discussion #3: <u>Quiz 1 - due by Sunday 02/04/24 (11:59 pm)</u>	DQ #3 Initial response due by Thursday 02/01/24 (11:59 pm) Student-2-Student response due by Sunday 02/04/24 (11:59 pm)	Refer to Blackboard to view the class module, readings, and Quiz 1 instructions
Week 4 <i>Intersectionality</i> 02/05/24 to 02/11/24	Article #3 Provided in this week's class module – read it carefully and completely	Discussion #4: <u>Initial Draft due by Sunday 02/11/24 (11:59 pm)</u>	DQ #4 Initial response due by Thursday 02/08/24 (11:59 pm) Student-2-Student response due by Sunday 02/11/24 (11:59 pm)	Refer to Blackboard to view class modules, readings, and draft instructions
Week 5 <i>Types of Violence: Child/ Adolescent & Young Adult</i>	Chapters 4 & 6 in the required text	Discussion #5 <u>Quiz 2 - due by Sunday 02/18/24 (11:59 pm)</u>	DQ #5 Initial response due by Thursday 02/15/24 (11:59 pm)	Refer to Blackboard to view the class module, readings, and Quiz 2 instructions Refer to Blackboard to view class modules & readings

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02/12/24 to 02/18/24			Student-2- Student response due by Sunday 02/18/24 (11:59 pm)	
Week 6 <i>Types of Violence: Intimate Partner Violence & Later Life</i> 02/19/24 to 02/25/24	Chapters 8 & 10 in the required text	Discussion #6	DQ #5 Initial response due by Thursday 02/22/24 (11:59 pm) Student-2- Student response due by Sunday 02/25/24 (11:59 pm)	Refer to Blackboard to view class modules & readings
Week 7 <i>Intervention, prevention, policies, and solutions</i> <i>POT-Term Finals Week</i> 02/26/24 to 03/03/24	Chapter 12 in the required text	Discussion #7 <u>Quiz 3 - due by Sunday 03/03/24 (11:59 pm)</u> <u>Final due by Sunday 03/03/24 (11:59 pm)</u>	DQ #7 Initial response due by Thursday 02/27/24 (11:59 pm) Student-2- Student response due by Sunday 03/03/24 (11:59 pm)	Refer to Blackboard to view the class module, readings, Quiz 3 instructions, and view the Final Paper Submission Instructions

***I reserve the right to add assignments and amend the schedule to suit the class's needs.**

VII. Resources, References, Etc.

[Sourcebook of Criminal Justice Statistics](#)

[Bureau of Justice Statistics](#)

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

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answers. They seek 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 biases and understand how their past experiences or feelings may influence them. 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 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—something you automatically accept as accurate, 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?

3) **Check accuracy and validity.** At this stage in the process, conduct research to see if your assumptions are correct. The research type depends on the 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 views that contradict or clash with your own. These perspectives can show how your original thinking was flawed or incomplete. To find a proper solution, it is crucial 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?

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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, analyzing that action to determine if it had the desired effect is a good idea.

- **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 it for next time?

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