

CRIJ 3321 – Family Violence
CRN 27030
Spring 2022

PROFESSOR:

Hernandez, Alma Angelica
Department of Criminal Justice
E-mail: aahernandez4@utep.edu

CLASS DATES:

March 14, 2021- April 29, 2022

OFFICE HOURS:

Virtual Office Hours are by appointment. Please contact me directly at my UTEP email. I can also 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 studies definitions, prevalence, and theories of family violence. 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 ourselves with the tools necessary to study family violence: a history of family violence, theories of family violence, and 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—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.

This course examines controversial theories of domestic violence: For example, battering is a learned behavior versus a psychological behavior; assessing for the dangerousness of domestic violence. The course also provides the tools and knowledge that will assist students to work with victims/survivors/batterers in making decisions that are in their own best interests. Students will be able to identify the necessary services that are 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:

- 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

CRIJ 3321 – Family Violence
CRN 27030
Spring 2022

violence,

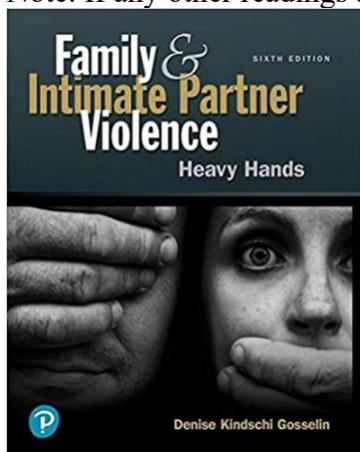
- Know how family violence is experienced within special populations (i.e. gay and lesbian couples, minority families, police families, military families, etc.),
- Know the roles of the criminal justice system and how it protects victims of family Violence

REQUIRED TEXT:

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

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

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 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 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

CRIJ 3321 – Family Violence
CRN 27030
Spring 2022

You will be required to submit weekly discussions 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.

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 Friday **04/29/22**. **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 04/10/22** 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 that you don't 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 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

You will be required to submit weekly discussions 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.

In terms of expectations, 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).

Special Note:

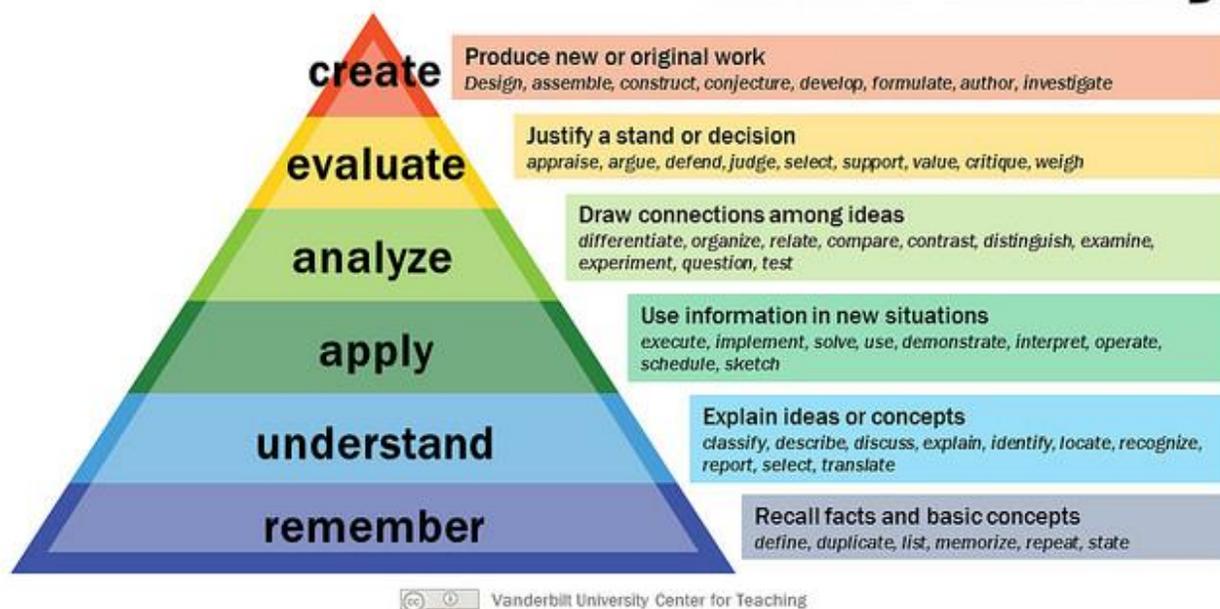
It is likely that some of the students in this course are victims, perpetrators, or witnesses of family violence. Therefore, some special guidelines are being established:

CRIJ 3321 – Family Violence
CRN 27030
Spring 2022

- (Withholding): Do not feel obligated to reveal your own 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 with those decisions. We should also respect perpetrators and recognize their own victimization while still holding them responsible for their own 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. Keep in mind that the situation is better today than 10 years ago, because activists in the area have worked for change. Things will be better 10 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



LATE ASSIGNMENTS

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

CRIJ 3321 – Family Violence
CRN 27030
Spring 2022

IV. QUIZZES

There will be 3 quizzes, worth 100 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 Short-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). Student must have a verifiable excuse and it is the instructor's discretion as to what is a valid excuse.**

V. Important University Policies

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.

CRIJ 3321 – Family Violence
CRN 27030
Spring 2022

- 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.

TECHNOLOGY POLICIES & TECHNOLOGICAL PROBLEMS/QUESTIONS

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to 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, scanner, a webcam, and a microphone. You will need to download or update the following 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 a 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 contact the UTEP Help Desk as they are trained specifically in assisting with 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>

CRIJ 3321 – Family Violence
CRN 27030
Spring 2022

In Person: UTEP Library, Room 300

COVID-19 PRECAUTIONS

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection. Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 Health and Safety and Section 1.2.2.5 Disruptions in the UTEP Handbook of Operating Procedures. **(classes with on-campus meetings)** Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

COVID-19 ACCOMMODATIONS

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

VI. Class Schedule

MODULE	OBJECTIVES	REQUIRED READINGS	ASSESSMENTS	BLACKBOARD DISCUSSIONS	NOTES
Week 1 <i>Introduction to the Study of Family Violence</i> 03/14/22 to	Syllabus & Course Overview Complete Module 1	Chapter 2 in the required text	Discussion #1: Introduce yourself to class and answer the discussion question.	DQ #1 Initial response to instructor's post due by Thursday 03/17/22 (11:59 pm)	Refer to Blackboard for course readings, discussion guidelines, Final paper instructions, and class modules

CRIJ 3321 – Family Violence
CRN 27030
Spring 2022

03/20/22	Class Introductions Introduction to Family Violence		-I expect everyone to introduce themselves to break the ice and facilitate further discussion. -	Respond to another student's response by Sunday 03/20/22 (11:59 pm)	
Week 2 <i>Theory & Research in Family Violence</i> 03/21/22 to 03/27/22	Module 2	Chapter 3 in the required text	Discussion #2	DQ #2 Initial response due by Thursday 03/24/22 (11:59 pm) Student-2-Student response due by Sunday 03/27/22 (11:59 pm)	Refer to Blackboard to view class module & readings
Week 3 <i>Data & Statistical Trends</i> 03/28/22 to 04/03/22	Module 3	Article #1 & 2 Provided in this week's class module – read it carefully and completely	Discussion #3: <u>Quiz 1 - due by Sunday 04/03/22 (11:59 pm)</u>	DQ #3 Initial response due by Thursday 03/31/22 (11:59 pm) Student-2-Student response due by Sunday 04/03/22 (11:59 pm)	Refer to Blackboard to view class module, readings and Quiz 1 instructions
Week 4 <i>Intersectionality</i> 04/04/22 to 04/10/22	Module 4	Article #3 Provided in this week's class module – read it carefully and completely	Discussion #4: <u>Initial Draft due by Sunday 04/10/22 (11:59 pm)</u>	DQ #4 Initial response due by Thursday 04/07/22 (11:59 pm) Student-2-Student response due by Sunday 04/10/22 (11:59 pm)	Refer to Blackboard to view class module, readings, and draft instructions
Week 5 <i>Types of Violence:</i>	Module 5	Chapter 4 & 6 in the required text	Discussion #5 <u>Quiz 2 - due by Sunday 04/17/22 (11:59 pm)</u>	DQ #5 Initial response due by Thursday 04/14/22 (11:59 pm)	Refer to Blackboard to view class module, readings and Quiz 2 instructions

**CRIJ 3321 – Family Violence
CRN 27030
Spring 2022**

Child/ Adolescent & Young Adult 04/11/22 to 04/17/22				Student-2- Student response due by Sunday 04/17/22 (11:59 pm)	Refer to Blackboard to view class module & readings
Week 6 Types of Violence: Intimate Partner Violence & Later Life 04/18/22 to 04/24/22	Module 6	Chapter 8 & 10 in the required text	Discussion #6	DQ #5 Initial response due by Thursday 04/21/22 (11:59 pm) Student-2- Student response due by Sunday 04/24/22 (11:59 pm)	Refer to Blackboard to view class module & readings
Week 7 Intervention, prevention, policies, and solutions POT-Term Finals Week 04/25/22 to 04/29/22	Module 7	Chapter 12 in the required text	Discussion #7 <u>Quiz 3 - due by Sunday 04/29/22 (11:59 pm)</u> <u>Final due by Friday 04/29/22 (11:59 pm)</u>	DQ #7 Initial response due by Thursday 04/28/22 (11:59 pm) <i>Note that this a short week!</i> Student-2- Student response due by Friday 04/29/22 (11:59 pm)	Refer to Blackboard to view class module, readings, Quiz 3 instructions, and view the Final Paper Submission Instructions

***I reserve the right to add assignments if necessary and amend the schedule to suit the needs of the class.**

VII. Resources, References, Etc.

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

CRIJ 3321 – Family Violence
CRN 27030
Spring 2022

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?

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?

CRIJ 3321 – Family Violence
CRN 27030
Spring 2022

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>

[Preventing Crime: What Works, What Doesn't, What's Promising \(summary\)\[complete\]](#)

[Sourcebook of Criminal Justice Statistics](#)

[Bureau of Justice Statistics](#)