

CRIJ 3321 – Family Violence
CRN 24818
Spring 2023

PROFESSOR:

Hernandez, Alma Angelica

Department of Criminal Justice

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CLASS DATES:

March 13 - April 30, 2023

Final Paper Due on April 28, 2023

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. 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 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, 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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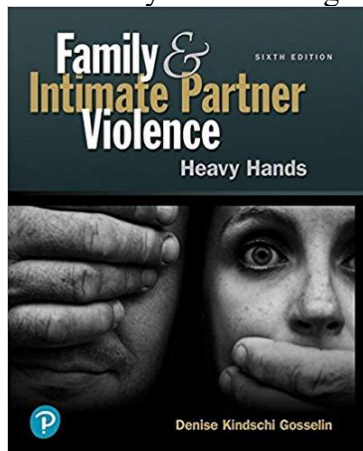
- Synthesize the empirical literature on family violence
- Evaluate and apply the various theoretical perspectives on family violence.
- Understand how women and children have been particularly affected by family Violence.
- Describe how family violence is experienced within special populations (i.e. 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: 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

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

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

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*** 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, so every point will count. Your points will be recorded in the “Gradebook” section of Blackboard. Every assignment a grade will be recorded by the 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 Friday **04/28/23**. **Refer to Blackboard for more information and 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, 04/09/23**, 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 will need to ***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 materials that have been assigned. Thus, I encourage you to guide your discussion based

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on Bloom's Taxonomy of higher-order thinking. Keep in mind 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).

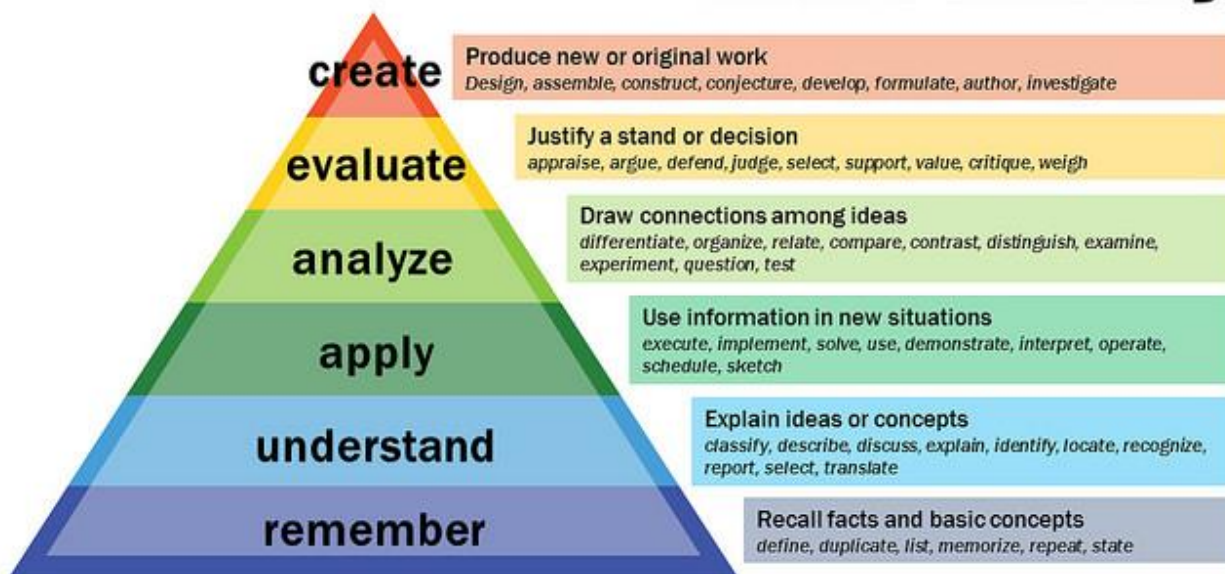
Special Note:

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

- (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



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LATE ASSIGNMENTS:

Due dates specified in this syllabus. Plan accordingly. You can submit weekly 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 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/or 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) prior to taking it late to confirm new submission deadline and ensure it is graded after the due date. 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.

EMAIL PROTOCOL

When e-mailing me, please put the course and section number in the subject line. 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 in a timely manner.

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

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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:

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 excuse 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 hours 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. If you do not, you are at risk of receiving an “F” for the course.

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

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

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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>

In Person: UTEP Library, Room 300

VI. Class Schedule

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

MODULE	REQUIRED READINGS	GRADED ASSIGNMENTS	DISCUSSION DEADLINES	NOTES
Week 1 <i>Introduction to the Study of Family Violence</i> 03/13/23 to 03/19/23	Chapter 2 in the required text	Complete Syllabus Quiz by Sunday 03/19/23 (11:59 pm) Discussion #1: Introduce yourself to class and answer the discussion question.	DQ #1 Initial response to instructor’s post due by Thursday 03/16/23 (11:59 pm) Respond to another student’s response by Sunday 03/19/23 (11:59 pm)	Refer to Blackboard for course readings, discussion guidelines, Final paper instructions, and class modules
Week 2 <i>Theory & Research in Family Violence</i> 03/20/23 to 03/26/23	Chapter 3 in the required text	Discussion #2	DQ #2 Initial response due by Thursday 03/23/23 (11:59 pm) Student-2-Student response due by Sunday	Refer to Blackboard to view class module & readings

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			03/26/23 (11:59 pm)	
Week 3 <i>Data & Statistical Trends</i> 03/27/23 to 04/02/23	Article #1 & 2 Provided in this week's class module – read it carefully and completely	Discussion #3: <u>Quiz 1 - due by Sunday 04/02/23 (11:59 pm)</u>	DQ #3 Initial response due by Thursday 03/30/23 (11:59 pm) Student-2-Student response due by Sunday 04/02/23 (11:59 pm)	Refer to Blackboard to view class module, readings and Quiz 1 instructions
Week 4 <i>Intersectionality</i> 04/03/23 to 04/09/23	Article #3 Provided in this week's class module – read it carefully and completely	Discussion #4: <u>Initial Draft due by Sunday 04/09/23 (11:59 pm)</u>	DQ #4 Initial response due by Thursday 04/06/23 (11:59 pm) Student-2-Student response due by Sunday 04/09/23 (11:59 pm)	Refer to Blackboard to view class module, readings, and draft instructions
Week 5 <i>Types of Violence: Child/ Adolescent & Young Adult</i> 04/10/23 to 04/16/23	Chapter 4 & 6 in the required text	Discussion #5 <u>Quiz 2 - due by Sunday 04/16/23 (11:59 pm)</u>	DQ #5 Initial response due by Thursday 04/13/23 (11:59 pm) Student-2-Student response due by Sunday 04/16/23 (11:59 pm)	Refer to Blackboard to view class module, readings and Quiz 2 instructions Refer to Blackboard to view class module & readings
Week 6 <i>Types of Violence: Intimate Partner Violence & Later Life</i>	Chapter 8 & 10 in the required text	Discussion #6	DQ #5 Initial response due by Thursday 04/20/23 (11:59 pm)	Refer to Blackboard to view class module & readings

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04/17/23 to 04/23/23			Student-2- Student response due by Sunday 04/23/23 (11:59 pm)	
Week 7 <i>Intervention, prevention, policies, and solutions</i> <i>POT-Term Finals Week</i> 04/24/23 to 04/28/23	Chapter 12 in the required text	Discussion #7 <u>Quiz 3 - due by Sunday 04/28/23 (11:59 pm)</u> <u>Final due by Friday 04/28/23 (11:59 pm)</u>	DQ #7 Initial response due by Thursday 04/27/23 (11:59 pm) <i>Note that this a short week!</i> Student-2- Student response due by Friday 04/28/23 (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.

[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 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.**

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- 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?

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.

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- **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>