

**The University of Texas at El Paso**  
**Department of Criminal Justice and Security Studies**  
**CRIJ 3321: Family Violence (CRN 13126; Section 002)**  
**Fall 2024**

**PROFESSOR INFORMATION**

**Professor:** Dr. Amanda Goodson

**Office:** Education Building, Room 111-P (2300 Randolph Drive)

**Email:** [ajgoodson@utep.edu](mailto:ajgoodson@utep.edu)

**Telephone:** (915) 747-6831

**Office Hours:** Mondays from 11:00am – 12:00pm, Wednesdays from 1:30pm – 3:00pm, or by appointment

**GRADUATE TEACHING ASSISTANT INFORMATION**

**Name:** TBA

**Email:** TBA

**MEETING TIME AND PLACE**

**Class Time:** 12:00pm – 1:20pm on Mondays and Wednesdays

**Classroom:** Education Building, Room 114

**RECOMMENDED TEXTBOOK**

There is no required textbook for this class. All required class readings, videos, websites, etc. are provided on our Blackboard course (open access) within the associated folders. If you want a textbook or feel like a textbook would assist in your learning (again, completely optional), I recommend *Family Violence: Legal, Medical, and Social Perspectives* (9<sup>th</sup> Edition) by Harvey Wallace, Cliff Roberson, and Julie L. Globokar.



Reference: Wallace, H., Roberson, C., & Globokar, J. L. (2019). *Family violence: Legal, medical, and social perspectives* (9<sup>th</sup> Ed). Routledge.

## **REQUIRED READINGS AND MATERIALS**

This class uses an Open Educational Resources format, which means all required readings, videos, websites, etc. are provided on the course Blackboard at no cost to students.

## **COURSE DESCRIPTION**

**Catalog 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.

**Class Description:** This course provides students with an overview of one of society's largest hidden problems—family violence. The course delivers foundational knowledge related to theoretical, historical, and sociological issues related to family violence. Using an intersectional approach, the course covers specific topics including: 1) historical, theoretical, and methodological approaches to family violence, 2) types of family violence including child abuse and neglect, sibling abuse, intimate partner violence, stalking, and elder abuse, and 3) social and criminal justice responses to family violence.

## **COURSE OBJECTIVES OR EXPECTED LEARNING OBJECTIVES**

This course is designed to help you achieve the following specific learning outcomes:

1. Understand key concepts and terminology related to family violence
2. Understand family violence, including its historical background and methodological approaches
3. Describe theoretical explanations and possible causes of family violence and their effects on the justice system and society as a whole
4. Identify and assess different types of family violence
5. Critically analyze social and criminal justice policies, programs, and interventions related to family violence

## **COURSE FORMAT**

This course is administered as a face-to-face class and regular attendance is expected of all students. Class starts promptly at 12:00pm. If you are unable to attend class at 12:00pm during the semester because of work or other commitments, I recommend that you look for alternative course options.

Discussion will be a primary component of this course. The purpose of class discussion is to foster critical thinking and evaluation of important issues related to family violence. It is expected that each and every student will help facilitate healthy discussion by respecting other students and their opinions. Disrespect towards the professor and/or other students during class time will not be tolerated.

## **REQUIRED ASSIGNMENT INFORMATION**

### **1) Syllabus Quiz: 10 points**

There will be one syllabus/plagiarism quiz in the semester. The quiz will be administered through Blackboard, and it will consist of 10 multiple choice and true/false questions pertaining to the information presented in the syllabus. Each question is worth 1 point and comprises 10 points of your final grade. The quiz is not timed, and you may take the quiz as many times as you want. **The syllabus quiz is due by 11:59am on Wednesday, September 4<sup>th</sup>.**

### **2) Weekly Takeaways: 120 points**

Reading and viewing all assigned material are integral parts of higher education because it introduces you to course concepts and provides a foundation for meeting the course objectives. As such, there are assigned readings, videos, websites, etc. almost every week of the semester. Assigned materials must be completed prior to attending class and you must spend time thinking about them each week. In order to meet this objective, you will address the following prompts for the weekly materials:

- (1) Write one detailed summary paragraph (**approximately 5-7 sentences**) that highlights key takeaways from the assigned readings/videos/etc. This paragraph should include material from each assigned reading/video/etc. for the week and it should illustrate your understanding of the content.
- (2) Write one detailed reflection paragraph (**approximately 5-7 sentences**) on the assigned material. What things stood out or surprised you the most? It could be a quote, a story, or something that make you think about the topic in a different way. It might be a tool or strategy that you want to remember for the future. Take this time to reflect on the assigned material.
- (3) Construct **two** thought-provoking discussion question (not yes/no) based on the assigned reading. Your questions can be centered around the topic itself, theory, research, practice, policy, or other relevant aspects.

There will be 13 weekly reading checks (each worth 10 points), 12 of which will count toward your final grade. **Weekly Takeaways must be completed as a Microsoft Office Word document (.doc or .docx) and submitted via the SafeAssign link on Blackboard by 11:59am on Mondays (unless otherwise noted) during assigned weeks.** At the end of the semester, I will drop the lowest score from the gradebook.

### **3) Application Assignments: 150 points**

There will be three application assignments over the course of the semester including an infographic, an annotated playlist, and a media critique. Each application assignment is worth 50 points for a total of 150 points. These assignments allow you to demonstrate that you can analyze, synthesize, and apply information learned in the course and present it to a hypothetical

audience. Detailed instructions for each application assignment are posted on Blackboard. Specific due dates and times for each application assignment are provided in the course calendar.

#### 4) In-Class Activities and Participation: 100 points

This course is administered in a face-to-face modality—students are expected to attend class and participate. Student participation involves a combination of attendance, class activities, and discussions and administered at random times over the semester. While participation is not scheduled in the course calendar, students must be physically in class to obtain these points. Students are responsible for arriving to class on time, staying until class is dismissed, and making sure work is submitted during class. **Participation points missed due to absence, tardiness, or leaving early cannot be made up unless there is a university excused absence.** Work, transportation trouble, parking issues, etc. are not university excused absences.

#### 5) Extra Credit

There may be extra credit opportunities made available at my discretion throughout the semester. If offered, extra credit opportunities will be available to the entire class. Individual level basis opportunities will not be provided.

### COURSE GRADING

Final grades will be calculated based on **TOTAL POINTS** earned across all assignments outlined below and completed extra credit. You are responsible for obtaining the grade that you want in this class.

<b>Progress Checks: Points Weighted Equally</b>	<b>Points Each</b>	<b>Total Points</b>
1 Syllabus Quiz	10 points	10 points
12 Weekly Material Checks	10 points	120 points
3 Application Assignments	50 points	150 points
In-Class Activities and Participation	Accrue over time	100 points
	<b>Total Points</b>	<b>380 points</b>

342 – 380 Points	90 –100%	A
304 – 341 Points	80 – 89%	B
266 – 303 Points	70 – 79%	C
228 – 265 Points	60 – 69%	D
227 & Below	59% or Less	F

### CLASSROOM POLICIES

**Attendance Policy:** Your success in this course is contingent on attending class regularly and participating in a meaningful way. As discussed above, participation points accrue over the duration of the semester. Points missed due to absence, tardiness, or leaving early cannot be made up. Please notify me by email if you are unable to attend class. Students are responsible for

all course material covered in their absence and to ensure that assignments are still submitted on time.

**Late Work Policy:** Each of you have two imaginary “tokens” that you can trade in for the opportunity to submit the syllabus quiz, weekly takeaways, or application assignments late. Tokens cannot be used on the weekly required material checks or missed participation points. **You must email me within 24 hours of the original due date to notify me that you want to “use” one of your tokens.** Any requests to use a token outside of the 24 hours will be handled at my discretion.

**Email Policy:** The best way to contact me is through UTEP email. During the week (Monday – Friday) you can expect an answer from me within 24 hours. If you email me after 5:00pm, on the weekend, or a university holiday, expect a response the next business day. A few email guidelines:

- 1) Email me from your UTEP account;
- 2) Use my appropriate name (Dr. Goodson or Professor Goodson);
- 3) Identify yourself and your class (hint, this class is CRIJ 3321: Family Violence);
- 4) Clearly state your question or explain why you are emailing;
- 5) Always check the syllabus to see if your question can be answered!

This article helps with email etiquette: <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087>

Be proactive in communication – please let me know if you find that you are having trouble keeping up with the material as this will allow us time to find a solution. Finally, it is your responsibility to check your UTEP email every day for important announcements or class updates.

**Technology Requirements and Policies:** Laptops may be used only for the purpose of note-taking or other course-related activities. If students are caught using their laptops for anything non-school related, the student will lose their privilege to do so permanently. Cell phones and headphones are not permitted for use in the classroom. Should you be observed texting or wearing headphones during class, you will be asked to leave the classroom.

Much of the course content will be available through the Blackboard learning management system. Ensure your UTEP email 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.

At a minimum, you will need to have access to a computer/laptop. 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!

**Prohibition of Course Work Acquired Outside of Student's Own Work:** Papers purchased, written by another individual, or written using or with the assistance of an artificial intelligence system or software (e.g., ChatGPT) are strictly prohibited in this course. Failure to follow this will be considered academic dishonesty. See the Scholastic Integrity section of this syllabus for more information about academic dishonesty and its consequences.

**Classroom Materials and Recording Policy:** To ensure free and open discussion of ideas, students are prohibited from recording class sessions without necessary, individual documentation from UTEP's CASS. Moreover, students are prohibited from taking pictures of or sharing classroom materials including, but not limited to class notes, PowerPoint slides, quizzes, exams, assignments, and any written, audio, and video materials developed by the professor. In individual cases where students have an accommodation for a recording device, use of recorded class content outside of the parameters of the course is prohibited. It will be for individual and educational purposes only and may be used solely for the student's own private use. Distribution or sale of any class material is prohibited without the written permission of the instructor and others who are recorded. Distribution without permission is a violation of educational privacy law.

**Inclusive Course:** This class will be taught in an inclusive and comfortable space that is intellectually challenging. As the professor, I will work to foster an environment that is supportive, accepting, respectful, and intellectually stimulating. However, these classroom goals are contingent on your active participation as well. I expect all students to contribute to the shaping of an inclusive, comfortable, and educational setting by honoring the diverse backgrounds, statuses, and experiences of your fellow classmates. With that said, let's be mindful of a few things: (1) do not talk while another is talking; (2) your opinion is not necessarily fact; and (3) effective communication requires active listening and evidence to support any claims (e.g., textbook readings, current events, articles, material from other classes, etc.). The field of criminal justice is characterized by a diverse continuum of perspectives, and the university educational experience requires that we examine issues from numerous angles. With this in mind, do not verbally attack another because their position is different than yours. Instead, practice refining your discussion/debate skills by becoming more informed about issues that interest you (even better, practice taking the alternative position and defending it). These are invaluable skills which are useful both professionally and interpersonally.

## **UNIVERSITY POLICIES**

**Class Attendance:** According to UTEP Curriculum and Classroom Policies, “Students are expected to attend all classes and laboratory sessions. It is the responsibility of the student to inform each instructor of extended absences. 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.” 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.

Per the [university policy](#), excused absences include university-recognized activities (e.g., sports, band, professional conference, etc.), religious holy day, and military leave. Students must follow the required process and guidelines for notifying the instructor of these absences. Missing class due to work, transportation issues, etc. are not excused absences.

**Incomplete Grade Policy:** Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

**Accommodations Policy:** The University is committed to providing reasonable accommodations and auxiliary services to students with documented disabilities or who become pregnant in accordance with state and federal regulations and University policy. Accommodations that constitute undue hardship are not reasonable. Students requesting an accommodation based on a disability or pregnancy must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the [CASS portal](#).

**Scholastic Integrity:** Academic dishonesty is prohibited and is considered a violation of the [UTEP Handbook of Operating Procedures](#). It includes, but is not limited to, using previously submitted academic work, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action.

**Copyright Statement for Course Material:** All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

**Mandatory Reporting:** Under Title IX of the 1972 Education Amendments to the United States Code, I am required to report sexual assault, domestic violence, and stalking to campus administrators. Confidential help is available should you need it through the [UTEP Counseling and Psychological Services](#) or the National Domestic Violence Hotline (1-800-799- SAFE). An additional resource includes the [Center Against Sexual and Family Violence](#). Under Texas law, I am required to report child and elder abuse and the maltreatment of persons with disabilities. Texas law says anyone who thinks a child, or person 65 years or older, or an adult with disabilities is being abused, neglected, or exploited must report it to DFPS. A person who reports abuse in good faith is immune from civil or criminal liability. The Texas Department of Family and Protective Services (DFPS) keeps the name of the person making the report confidential. Anyone who does not report suspected abuse can be held liable for a misdemeanor or felony. Time frames for investigating reports are based on the severity of the allegations. Reporting suspected abuse makes it possible for a family to get help. Here is a link to allow for such reporting and for further information:

[http://www.dfps.state.tx.us/Contact\\_Us/report\\_abuse.asp](http://www.dfps.state.tx.us/Contact_Us/report_abuse.asp)

**Course Resource:** UTEP provides a variety of student services and support. Please see below.

- Technology Resources
  - [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- Academic Resources
  - [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
  - [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
  - [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.
- Individual Resources
  - [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
  - [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
  - [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.



## WEEKLY COURSE SCHEDULE

The following is a tentative course schedule. I reserve the right to make changes to the syllabus at any time for any justifiable reason. If changes are made, they will be announced in class and an updated syllabus will be uploaded to Blackboard.

Week and Days	Topic(s)	Required Material	Assignment Due Dates *Assignments submitted via Blackboard (BB) are due by 11:59am unless otherwise noted*
W1 8/26 – 8/28	Syllabus and course introduction; plagiarism lecture	Review the syllabus	
W2 9/2 – 9/4  <b>**9/2: UTEP is closed for Labor Day.</b>	Characteristics and consequences of family violence  <b>**9/2 No Class</b>	PDF: PDF: Wallace et al. (2019) – Characteristics and Consequences of Family Violence  PDF: 2023 Crime Victims’ Institute Dashboard	<b>9/4</b> Syllabus Quiz Weekly Takeaway #1
W3 9/9 – 9/11  <b>**9/11: Last day to register for classes</b>	Child maltreatment	PDF: Child Welfare Information Gateway (2019) – What is Child Abuse and Neglect? Recognizing the Signs and Symptoms  Video: <a href="#">First Impressions – Exposure to Violence and a Child’s Developing Brain</a> (14:43)	<b>9/9</b> Weekly Takeaway #2
W4 9/16 – 9/18	Child maltreatment	PDF: Child Welfare Information Gateway (2018) – Acts of Omission: An Overview of Child Neglect  PDF: Callaghan et al. (2018) – Beyond Witnessing: Children Experiences of Coercive Control in Domestic Violence and Abuse	<b>9/16</b> Weekly Takeaway #3

W5 9/23 – 9/25	Child exploitation	<p>PDF: Franchino-Olsen (2021) – Vulnerabilities Relevant for Commercial Sexual Exploitation of Children/Domestic Minor Sex Trafficking: A Systematic Review of Risk Factors</p> <p>Website: <a href="#">Protect All Children From Trafficking</a></p> <p>Video: <a href="#">Faces of Human Trafficking – Focus on Youth</a> (7:25)</p>	<b>9/23</b> Weekly Takeaway #4
W6 9/30 – 10/2	Maltreatment of siblings and parents by children and adolescents	<p>PDF: Sibling Violence</p> <p>PDF: Junco-Guerrero et al. (2023) – Risk Factors for Child-to-Parent Violence: A Scoping Review</p>	<b>9/30</b> Weekly Takeaway #5
W7 10/7 – 10/9	Social and criminal justice responses to juvenile victims and perpetrators	<p>PDF: Gosselin (2019) – Investigating Child Abuse</p> <p>PDF: Hounmenou &amp; O’Grady (2019) – A Review and Critique of the US Response to the Commercial Sexual Exploitation of Children</p>	<b>10/7</b> Weekly Takeaway #6  <b>10/9</b> Application Assignment #1
W8 10/14 – 10/16	Intimate partner abuse	<p>Video: <a href="#">Intimate Partner Violence</a> (1:43)</p> <p>Video: <a href="#">Am I Being Abused?</a> (14:39)</p> <p>PDF: Gosselin (2019) – Domestic Violence Theory</p>	<b>10/14</b> Weekly Takeaway #7
W9 10/21 – 10/23	Intimate partner abuse	<p>PDF: Monahan et al (2022) – Nonfatal Strangulation (NFS) and Intimate partner Violence: An Overview</p> <p>PDF: Matias et al. (2020) – Intimate Partner Homicide: A Meta-Analysis of Risk Factors</p>	<b>10/21</b> Weekly Takeaway #8

W10 10/28 – 10/30	Intimate partner abuse	PDF: Cravens et al. (2015) Why I Stayed/Left – An Analysis of Voices of Intimate Partner Violence on Social Media  Podcast: <a href="#">Murdered – Emma Walker and Mya Pena</a> (55:00)  OneLove Website: <a href="#">10 Signs of an Unhealthy Relationship</a> (read through the different signs)	<b>10/28</b> Weekly Takeaway #9
W11 11/4 – 11/6	Stalking	PDF: Research Brief – Stalking Fact Sheet  Podcast: <a href="#">Stalking Studies – Patrick Brady (Season 4/E154)</a> (43:00)  Website: <a href="#">The Stalking Prevention, Awareness, and Resource Center</a>	<b>11/4</b> Weekly Takeaway #10  <b>11/6</b> Application Assignment #2
W12 11/11 – 11/13	<b>ASC 2024 – Work Week</b> <b>***No class this week***</b>	No new course material. Take this time to work on course assignments.	
W13 11/18 – 11/20	Social and criminal justice responses to intimate partner abuse	PDF: Wallace et al. (2019) – Criminal Justice Response to Intimate Partner Abuse and Relationship Violence  PDF: Backes et al. (2020) – The Criminal Justice System Response to Intimate Partner Stalking	<b>11/18</b> Weekly Takeaway #11
W14 11/25 – 11/27  <b>**11/28 and 11/29: UTEP closed for Thanksgiving Holiday</b>	Maltreatment of older adults  <b>**11/27 is designated as a work day. We will not have class**</b>	PDF: Storey (2020) – Risk Factors for Elder Abuse and Neglect: A Review of the Literature  PDF: CVI – Elder Financial Abuse and Exploitation	<b>11/25</b> Weekly Takeaway #12
W15 12/2 – 12/3	Special populations and family violence	PDF: Rentz et al. (2006) – Family Violence in the Military: A Review of the Literature	<b>12/2</b> Weekly Takeaway #13

<p><b>**12/5: Last day of classes</b></p> <p><b>**12/6: Dead Day</b></p>		<p>PDF: Saleme et al. (2023) – An Integrative Literature Review of Interventions to Protect People with Disabilities from Domestic and Family Violence</p>	<p><b><u>12/8</u></b> Application Assignment #3</p>
<p>W16 12/9 – 12/11</p>	<p>Finals exam week</p>	<p>No new material – good luck on any final exams!</p>	<p><b>**No final exam in the course**</b></p>