

**The University of Texas at El Paso**  
**Department of Criminal Justice**  
**CRIJ 3321: Family Violence (Section 004)**  
**CRN: 24585**  
**Spring 2025**

**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:** Tuesdays and Thursdays from 1:30pm to 3:00pm or by appointment

**GRADUATE TEACHING ASSISTANT INFORMATION**

**Name:** Jessica Perchez

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

**MEETING TIME AND PLACE**

Our class is **online (asynchronous)** in the more traditional format. The course materials are accessible through the Blackboard course site.

**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.

**Trigger Warning:** It is important to keep in mind that family violence is something that affects millions of people nationwide. It is likely that students in this classroom may have had experiences with or know someone who has experienced some form of victimization. As we discuss and explore the etiology, the definitions, illustrations, and examples of family violence, illicit discomfort and/or emotional responses may arise. We call these “triggers.” Please note that this course is made up of readings, discussions, and exercises that involve extraordinarily sensitive material being presented in lecture or film. Please plan accordingly. I've also included a list of university, community, and national resources on Blackboard and I encourage you to use them when needed.

## **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 entirely online and will focus primarily on recorded lectures and assigned readings and videos. Each week will typically include a recorded lecture, readings/videos, and a content

quiz. Discussion boards and application assignments will be spread throughout the semester. All activities will be submitted to Blackboard or linked through Blackboard.

For a 3-credit online course, you should expect to spend an average of 5-6 hours per week on course material and activities (see UTEP Student Time Management). Remember, we do not meet in person so time normally spent in a classroom should be spent online. That said, please be proactive in communication with the instructor. As you will find, building rapport and effective relationships are key to becoming an effective professional. If you find that you are having trouble keeping up with course material, please let me know as early as possible so that we can help you find a solution.

## **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 11:59pm on Thursday, January 23<sup>rd</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. While this class is asynchronous, it is still important to spend time thinking about the course material 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. For example, if the week includes a video, a website, and a pdf document then your summary should touch upon each of those items in some capacity. Overall, the detailed summary paragraph 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. An example template can be found in the “Student Resources” folder on Blackboard. **Weekly takeaways should be submitted as a Microsoft Office Word document (.doc or .docx) via the SafeAssign link on Blackboard.** During assigned weeks, weekly takeaways will be due by 11:59pm on Sundays. Specific due dates and times for each weekly takeaway assignment are provided in the course calendar. At the end of the semester, I will drop the lowest score from the gradebook.

### **3) Discussion Boards: 110 Points**

This course is an upper-level course, which means discussion is an integral part of the class. Given that this course is administered in an asynchronous online format, class discussion will take place through Discussion Boards. Each discussion board is worth 10 points (5 points for your initial post and 5 points for responding to **two** of your fellow classmates). I will provide a prompt for your initial discussion board post (follow sentence guideline in post) and then you reply to at least two of your classmates’ posts (each response should be at least 3 sentences). Responses should be thoughtful and add to the discussion. For example, do NOT only include “I agree” statements. Instead, explain why you agree or disagree, pose additional questions, elaborate using additional course material/information, etc. I expect discussion board posts to be well written, free of grammatical errors, thought provoking, and comprehensive.

The purpose of class discussion is to foster critical thinking and broaden our perspective of criminal justice issues. It is expected that each and every student will facilitate healthy discussion by respecting other students and their opinions. Disrespect towards the instructor and/or other students in discussion board posts will not be tolerated. Discussion board posts should be thoughtful and include knowledge acquired from course material.

There will be 12 discussion boards, 11 of which will count toward your final grade. During assigned weeks, discussion boards will be posted at 12:01am on Mondays. Initial posts are due Thursdays by 11:59pm and responses are due Sundays by 11:59pm. The specific due dates and times are provided in the course schedule. At the end of the semester, I will drop your lowest score from the gradebook.

### **4) 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.

### **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 Takeaways	10 points	120 points
11 Discussion Boards	10 points	110 points
3 Application Assignments	50 points	150 points
	<b>Total Points</b>	<b>390 points</b>

351 – 390 Points	90 – 100%	A
312 – 350 Points	80 – 89%	B
273 – 311 Points	70 – 79%	C
234 – 272 Points	60 – 69%	D
233 & Below	59% or Less	F

## **CLASSROOM POLICIES**

**Student Engagement and Expectations:** This course is administered in an asynchronous format—it is completely online, and physical attendance is not required. That said, there are assignment deadlines each week and students are expected to make routine progress. Students will not be able to complete all assignments during the final week of the class so please make sure to actively work on class material and log into the course, via Blackboard, throughout the week.

**Late Work Policy:** Each of you have two imaginary “tokens” that you can trade in for extensions on assignments. In general, I provide a week extension on an assignment in exchange for a token. That said, I will only provide a 3-day extension on assignments due May 11<sup>th</sup> as I need time to grade and provide feedback prior to submitting final grades. Additionally, **you must email me BEFORE the assignment due date** to notify me that you want to “use” one of your tokens for an assignment extension. Requests to use tokens after assignment deadlines 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 ([ajgoodson@utep.edu](mailto:ajgoodson@utep.edu)) 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!

Please note that Blackboard messaging does not guarantee a timely response as I do not receive notifications. Please email me directly instead of messaging through Blackboard.

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 outlined by the university**

**and notify the professor prior to 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, 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. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability 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 Community Standards](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

**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 **All assignments are submitted via Blackboard and are due by 11:59pm unless otherwise noted**
W1 Jan. 21– Jan. 26	Syllabus and course introduction	<ul style="list-style-type: none"> <li>• Review the syllabus</li> <li>• Familiarize yourself with the course format on Blackboard</li> </ul>	<p><b><u>Thursday, January 23<sup>rd</sup></u></b></p> <ul style="list-style-type: none"> <li>• Syllabus Quiz</li> <li>• Discussion Board #1: Initial Post</li> </ul> <p><b><u>Sunday, January 26<sup>th</sup></u></b></p> <ul style="list-style-type: none"> <li>• Discussion Board #1: Two Response Posts</li> </ul>
W2 Jan. 27 – Feb. 2	Characteristics and consequences of family violence	<ul style="list-style-type: none"> <li>• PDF: Wallace et al. (2019) – Characteristics and Consequences of Family Violence.</li> <li>• PDF: 2023 Crime Victims’ Institute Dashboard</li> <li>• Lecture Video: Characteristics and Consequences of Family Violence</li> </ul>	<p><b><u>Thursday, January 30<sup>th</sup></u></b></p> <ul style="list-style-type: none"> <li>• Discussion Board #2: Initial Post</li> </ul> <p><b><u>Sunday, February 2<sup>nd</sup></u></b></p> <ul style="list-style-type: none"> <li>• Weekly Takeaway #1</li> <li>• Discussion Board #2: Two Response Posts</li> </ul>
W3 Feb. 3 – Feb. 9  <b>**Feb. 5<sup>th</sup> is the last day to register for classes</b>	History of the Victims’ Rights Movement and Role of Victims in the Criminal Justice System	<ul style="list-style-type: none"> <li>• Lecture Video: History of the Victims’ Rights Movement</li> <li>• Lecture Video: Role of Victims in the Criminal Justice System</li> <li>• Video: <a href="#">Toolkit Tutorial – Victim Impact Statements</a> (13:29)</li> <li>• Video: <a href="#">Victim Impact Statements</a> (8:00)</li> </ul>	<p><b><u>Thursday, February 6<sup>th</sup></u></b></p> <ul style="list-style-type: none"> <li>• Discussion Board #3: Initial Post</li> </ul> <p><b><u>Sunday, February 9<sup>th</sup></u></b></p> <ul style="list-style-type: none"> <li>• Weekly Takeaway #2</li> <li>• Discussion Board #3: Two Response Posts</li> </ul>

		<ul style="list-style-type: none"> <li>• Video: <a href="#">Victims of Crime Talk about the Trial Process</a> (7:10)</li> <li>• Website: <a href="#">Texas Crime Victims' Compensation Program</a> (explore the sections on the overview, eligibility, and covered costs)</li> </ul>	
W4 Feb. 10 – Feb. 16	Trauma and Trauma Informed Practices	<ul style="list-style-type: none"> <li>• Webinar: <a href="#">The Neurobiology of Sexual Assault</a> (1:35:16)</li> <li>• Video: <a href="#">Trauma and the Brain</a> (8:44)</li> <li>• News Article: <a href="#">Trauma Makes You Live in a Backwards World</a></li> <li>• Lecture Video: Trauma and Trauma Informed Practice</li> </ul>	<p><b><u>Thursday, February 13<sup>th</sup></u></b></p> <ul style="list-style-type: none"> <li>• Discussion Board #4: Initial Post</li> </ul> <p><b><u>Sunday, February 16<sup>th</sup></u></b></p> <ul style="list-style-type: none"> <li>• Weekly Takeaway #3</li> <li>• Discussion Board #4: Two Response Posts</li> </ul>
W5 Feb. 17 – 23	Child Maltreatment	<ul style="list-style-type: none"> <li>• PDF: What is Child Abuse and Neglect? Recognizing the Signs and Symptoms</li> <li>• PDF: Acts of Omission: An Overview of Child Neglect</li> <li>• Video: <a href="#">First Impressions – Exposure to Violence and a Child's Developing Brain</a> (14:43)</li> <li>• Video: <a href="#">How Childhood Trauma Affects Health Across a Lifetime</a> (15:50)</li> <li>• Lecture Video: Child Maltreatment</li> </ul> <p>Optional Material: Video: <a href="#">Webinar – Children Caught in Invisible Chains: Coercive Control, Domestic Violence, and Children</a></p>	<p><b><u>Thursday, February 20<sup>th</sup></u></b></p> <ul style="list-style-type: none"> <li>• Discussion Board #5: Initial Post</li> </ul> <p><b><u>Sunday, February 23<sup>rd</sup></u></b></p> <ul style="list-style-type: none"> <li>• Weekly Takeaway #4</li> <li>• Discussion Board #5: Two Response Posts</li> </ul>
W6 Feb. 24 – March 2	Child Exploitation	<ul style="list-style-type: none"> <li>• PDF: Vulnerabilities Relevant for Commercial Sexual Exploitation of Children/Domestic Minor Sex Trafficking: A Systematic Review of Risk Factors</li> </ul>	<p><b><u>Thursday, February 27<sup>th</sup></u></b></p> <ul style="list-style-type: none"> <li>• Discussion Board #6: Initial Post</li> </ul> <p><b><u>Sunday, March 2<sup>nd</sup></u></b></p>

		<ul style="list-style-type: none"> <li>• Video: <a href="#">Faces of Human Trafficking – Focus on Youth</a> (7:25)</li> <li>• Website: <a href="#">PACT</a> (explore the different sections)</li> <li>• Lecture Video: Child Exploitation</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Takeaway #5</li> <li>• Discussion Board #6: Two Response Posts</li> </ul>
W7 March 3 – March 9	Maltreatment of siblings and parents by children and adolescents	<ul style="list-style-type: none"> <li>• PDF: Sibling Violence</li> <li>• Video: <a href="#">Giving Voice to Sibling Sexual Abuse</a> (13:02)</li> <li>• PDF: Junco-Guerrero et al. (2023) – Risk Factors for Child-to-Parent Violence: A Scoping Review</li> <li>• Lecture Video: Sibling Abuse</li> <li>• Lecture Video: Child-to-Parent Abuse</li> </ul>	<p><b><u>Sunday, March 9<sup>th</sup></u></b></p> <ul style="list-style-type: none"> <li>• Weekly Takeaway #6</li> <li>• Application Assignment #1: Infographic</li> </ul>
W8 March 10 – March 16	Spring Break	No new material – enjoy your break!	No assignments due
W9 March 17 – March 23	Intimate Partner Violence: An Overview	<ul style="list-style-type: none"> <li>• Video: <a href="#">Intimate Partner Violence</a> (1:43)</li> <li>• Video: <a href="#">Am I Being Abused?</a> (14:39)</li> <li>• Website: <a href="#">National Coalition Against Domestic Violence</a> (read through dynamics of abuse)</li> </ul> <p>Lecture Video: An Overview of IPV</p>	<p><b><u>Thursday, March 20<sup>th</sup></u></b></p> <ul style="list-style-type: none"> <li>• Discussion Board #7: Initial Post</li> </ul> <p><b><u>Sunday, March 23<sup>rd</sup></u></b></p> <ul style="list-style-type: none"> <li>• Weekly Takeaway #7</li> <li>• Discussion Board #7: Two Response Posts</li> </ul>
W10 March 24 – March 30  *** <b>March 28<sup>th</sup></b> – <b>Cesar Chavez</b> <b>Holiday – No</b> <b>Classes</b>	Intimate Partner Violence: Non-Fatal Strangulation and Stalking	<ul style="list-style-type: none"> <li>• PDF: Nonfatal Strangulation (NFS) and Intimate Partner Violence: An Overview</li> <li>• Podcast: <a href="#">Stalking Studies – Patrick Brady (Season 4/E154)</a> (43:00)</li> <li>• Website: <a href="#">The Stalking Prevention, Awareness, and Resource Center</a> (explore the different sections of the website)</li> <li>• Lecture Video: IPV – Non-fatal Strangulation and Stalking</li> </ul>	<p><b><u>Thursday, March 27<sup>th</sup></u></b></p> <ul style="list-style-type: none"> <li>• Discussion Board #8: Initial Post</li> </ul> <p><b><u>Sunday, March 30<sup>th</sup></u></b></p> <ul style="list-style-type: none"> <li>• Weekly Takeaway #8</li> <li>• Discussion Board #8: Two Response Posts</li> </ul>

<p>W11 March 31 – Apr. 6 ***April 4<sup>th</sup>: Spring Drop/Withdrawal Deadline</p>	<p>Intimate Partner Violence: Sexual Violence and Homicide</p>	<ul style="list-style-type: none"> <li>• PDF: “It Went to the Very Heart of Who I was as a Woman”: The Invisible Impacts of Intimate Partner Sexual Violence</li> <li>• PDF: Intimate Partner Homicide: A Meta-Analysis of Risk Factors</li> <li>• Lecture Video: IPV – Sexual Violence and Homicide</li> </ul>	<p><b><u>Thursday, April 3<sup>rd</sup></u></b></p> <ul style="list-style-type: none"> <li>• Discussion Board #9: Initial Post</li> </ul> <p><b><u>Sunday, April 6<sup>th</sup></u></b></p> <ul style="list-style-type: none"> <li>• Weekly Takeaway #9</li> <li>• Discussion Board #9: Two Response Posts</li> </ul>
<p>W12 Apr. 7 – Apr. 13</p>	<p>Intimate Partner Violence: Barriers to Leaving Abusive Relationships</p>	<ul style="list-style-type: none"> <li>• PDF: Why I Stayed/Left – An Analysis of Voices of Intimate Partner Violence on Social Media</li> <li>• Video: <a href="#">Why Domestic Violence Victims Don’t Leave</a> (15:43)</li> <li>• The Center for Relationship Abuse Awareness Website: <a href="#">Barriers to Leaving an Abusive Relationship</a></li> <li>• The Center for Relationship Abuse Awareness Website: <a href="#">How to Help a Friend</a></li> <li>• Lecture Video: IPV – Barriers to Leaving Abusive Relationships</li> </ul>	<p><b><u>Sunday, April 13<sup>th</sup></u></b></p> <ul style="list-style-type: none"> <li>• Weekly Takeaway #10</li> <li>• Application Assignment #2: Annotated Playlist</li> </ul>
<p>W13 Apr. 14 – Apr. 20</p>	<p>Adolescent Relationship Abuse</p>	<ul style="list-style-type: none"> <li>• Podcast: <a href="#">Murdered – Emma Walker and Mya Pena</a> (55:00)</li> <li>• OneLove Website: <a href="#">10 Signs of an Unhealthy Relationship</a> (read through the different signs)</li> <li>• OneLove Website: <a href="#">10 Signs of A Healthy Relationship</a> (read through the different signs)</li> <li>• Lecture Video: Adolescent Relationship Abuse</li> </ul>	<p><b><u>Thursday, April 17<sup>th</sup></u></b></p> <ul style="list-style-type: none"> <li>• Discussion Board #10: Initial Post</li> </ul> <p><b><u>Sunday, April 20<sup>th</sup></u></b></p> <ul style="list-style-type: none"> <li>• Weekly Takeaway #11</li> <li>• Discussion Board #10: Two Response Posts</li> </ul>
<p>W14 Apr. 21 – Apr. 27</p>	<p>Elder Abuse</p>	<ul style="list-style-type: none"> <li>• PDF: Risk Factors for Elder Abuse and Neglect - A Review of the Literature</li> </ul>	<p><b><u>Thursday, April 24<sup>th</sup></u></b></p> <ul style="list-style-type: none"> <li>• Discussion Board #11: Initial Post</li> </ul>

		<ul style="list-style-type: none"> <li>• Website: <a href="#">National Institute on Aging – Elder Abuse</a> (read through information on elder abuse)</li> <li>• Video: <a href="#">Elder Victims – Abused, Exploited, Alone</a> (26:40)</li> <li>• Lecture Video: Elder Abuse</li> </ul>	<p><b><u>Sunday, April 27<sup>th</sup></u></b></p> <ul style="list-style-type: none"> <li>• Weekly Takeaway #12</li> </ul> <p>Discussion Board #11: Two Response Posts</p>
<p>W15 Apr. 28 – May 4</p>	<p>Special Populations and Family Violence</p>	<ul style="list-style-type: none"> <li>• WomensLaw Website: <a href="#">Domestic Violence in the Military</a> (read through the sections associated with domestic violence in the military)</li> <li>• News Article: <a href="#">This Is What It’s Like to Survive Domestic Violence in the Military</a></li> <li>• PDF: Saleme et al. (2023) An Integrative Literature Review of Interventions to Protect People with Disabilities from Domestic and Family Violence</li> <li>• Lecture Video: Special Populations and Family Violence</li> </ul>	<p><b><u>Thursday, May 1<sup>st</sup></u></b></p> <ul style="list-style-type: none"> <li>• Discussion Board #12: Initial Post</li> </ul> <p><b><u>Sunday, May 4<sup>th</sup></u></b></p> <ul style="list-style-type: none"> <li>• Weekly Takeaway #13</li> <li>• Discussion Board #12: Two Response Posts</li> </ul>
<p>W16 May 5 – May 11</p> <p><b>*May 8<sup>th</sup>: Last day of classes</b></p> <p><b>*May 9<sup>th</sup>: Dead day</b></p>	<p>Work Week – No New Material</p>	<p>Work on any remaining course assignments</p>	<p><b><u>Sunday, May 11<sup>th</sup></u></b></p> <ul style="list-style-type: none"> <li>• Application Assignment #3: Media Critique</li> </ul>
<p>W17 May 12 – 16</p> <p><b>*Final Exams Week and Commencement</b></p>	<p>Final exams week</p>	<p>No new material – good luck on any final exams!</p>	<p><b>**No final exam in this course**</b></p>