

The University of Texas at El Paso
Syllabus
Family Violence
WS 3321/16633
Fall, 2022

Professor: Dr. Maissa Khatib
Class Time & Place: Online
Email: mkhatib@utep.edu
Phone: (915) 747-7031

Office Hours: Fridays 6:00 -7:00 pm & by appointment via Zoom
Zoom Link for Office Hours

<https://utep-edu.zoom.us/j/86783401649?pwd=RjRaSnpmREFRQmxwZk8xcEdqdGk4Zz09>

COURSE DESCRIPTION:

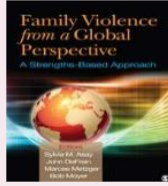
This course offers a multidisciplinary inquiry on family violence. Family violence is a leading cause of death, disability, and health care use in the United States as well as in other countries. Family violence is a complex problem. This course combines scholarship from different disciplines: sociology, social work, criminal justice, and public health to enable students deepen their understanding of the complexities of family violence in local, national, and global contexts. This course will cover the epidemiology of family violence, its history, types of family violence, global perspective, and different strategies and models for intervention and prevention.

REQUIRED TEXTBOOKS:

- ❖ Lawson, D. M. (2013). *Family Violence: Explanations and Evidence-Based Clinical Practice*. Alexandria, Virginia: American Counseling Association. ISBN: 978-1-55620-317-6



- ❖ Asay, S. M., DeFrain, J., Netzger, M., & Moyer, B. (Eds.). (2014). *Family Violence from a Global Perspective: A Strengths-Based Approach*. Los Angeles, California: Sage Publications. ISBN: 978-1-4129-9933



- ❖ Other Course materials/ additional readings will be provided through Blackboard

OBJECTIVES:

Upon successful completion of this course, students will be able to:

1. Comprehend estimates of prevalence and types of family violence;
2. Understand controversies/challenges in the field of family violence;
3. Know the personal and social consequences of family violence;
4. Examine family violence patterns from a cross-cultural and global perspective;
5. Explore strategies and models of intervention and prevention;
6. Engage in feminist praxis to address and challenge gender inequities through education, organization, outreach, internships, volunteering, service learning, and community engagement through partnership and leadership opportunities (CEL), and
7. Apply acquired interdisciplinary methods and practices in a real-life experience through community engagement activities to build communication skills, develop critical thinking skills and increase social justice and responsibility awareness (CEL).

CLASS FORMAT

This course is **NOT** self-paced. Instead, it is based on weekly modules that open each Sunday at 12:00 noon and close the following Sunday at midnight (Mountain Standard Time). If students fail to submit any required work before the module closes, they will receive a grade of zero (0) for that assignment. There are no exceptions. Because this is an online course, it is common to get behind and, if you do, it may be difficult if not impossible to catch back up.

Again, once the modules close, there is no way to go back and submit work you failed to complete.

Students will be able to communicate with me to ask questions, share concerns, raise ideas, via email or phone, or one-to-one during my virtual office hours and by appointment. I will check my email twice daily, Monday through Friday. Please use webmail email for all communication (mkhatib@utep.edu). In the subject line of all emails, please include the course title and your first and last name. I will respond within 24 hours to emails sent from Monday morning through Friday afternoon. During university holidays and weekends, I am not available via email. Email is the best way to reach me!

Email Protocol: When emailing me please sign your full name at the end of each email so that I know who you are. Please provide the class information (Title & CRN) and the topic or question

in the email's subject line. When emailing a file, label your document with your last name and a short title.

COURSE ASSESSMENT:

- **Response Paper:** 100 points (two response papers; 50 points each)
- **Discussion posts:** 300 points (20 points for weekly discussion posts; 20 points * 15 weeks)
- **Quizzes:** 200 points (4 quizzes; 50 points each)
- **Final Exam:** 200 points
- **Final Report:** 200 points

Response Paper: Students need to submit two response papers. Each paper will be an academic and personal reaction to the question (s)/ prompt based on a provided article or video. Response paper must be two pages (400-500 words), double-spaced. Please use 1-inch margins on the top, bottom, and sides. The first word in every paragraph should be indented one half inch. Use Arial theme font, 12-point font size, and APA citation format.

➤ **Discussion Posts:**

- 1) Discussion Forum (20 points for each week's entries for a total of 300 points: 10 points for initial post that you must submit by **Wednesday before midnight** (Mountain Standard Time) and 10 points for responses to two different peers' initial posts that are due each **Sunday before midnight** (Mountain Standard Time).

You are expected to participate in the weekly discussion forums as follows:

- a. You must have one initial post of **150-200 words** that makes an original statement and follows all discussion prompt guidelines for that module.
- b. In addition, you must respond to at least two different peers' initial postings (**100-150 words each**).

➤ **Quizzes:**

Every three to four weeks, you will be given a quiz. There will be multiple-choice questions in each quiz. Questions will be based on the readings covered in the weeks preceding the quiz.

➤ **Final Exam:**

Final exam is comprehensive. You will have multiple choice questions based on all the readings/materials covered in the course.

➤ **Final Project:**

Option A

Students should produce a report based on their community engagement (20 hours) of virtual work at a center/ shelter or organization serving women and girls. The intention of generating this report should be well-organized and informative. Think about what one would prepare for a letter to teach and stimulate conversation with stakeholders. This is a chance for the student to practice effective health/policy communication through investigating their selected topic of interest more deeply and organizing materials in a way that would facilitate educating stakeholders and peers in class. The report should have a small bibliography with relevant articles and websites. Grade will be based on the quality of the report in terms of accuracy, references to peer-reviewed literature, comprehensiveness, objectivity, and grammar/spelling. Please make sure not to generate just a summary about the center/organization. Think of this assignment as a taking a stand to highlight the needs of the population served at the selected place and to seek support and services. Think of it as an advocacy report. Report must be 2-3 pages, double-spaced, properly referenced using APA style (where applicable), proofread, and page numbered. Use Times New Roman or Ariel font style and font size 12. Visual aid (images, graphs, etc.) is highly recommended.

Option B

The following option for the final project is for those students who are unable to do community engagement. The final project must be based on conducted research on the selected organization or center. Students also need to speak over the phone with the director or any staff member at your selected place. Your report should provide a summary about your selected organization /center including the services provided and the current challenges and the specific difficulties experienced at the selected place during the current pandemic. In addition, your report should provide possible effective and efficient solutions that eliminate or at least alleviate those challenges addressing a specific governmental entity / office / stakeholder for implementation. Report must be 8-10 pages, double-spaced, properly referenced using APA style (where applicable), proofread, and page numbered. Use Times New Roman or Ariel font style and font size 12. Visual aid (images, graphs, etc.) is highly recommended.

Written Assignments:

Turning in a bad paper for an F or inadequate assignments are still far better than not turning it in and earning a zero. Examples of paper and discussion grading scales would be:

Please refer to this link for APA paper form and citation format:
<https://owl.english.purdue.edu/owl/resource/560/01/>

Late Work

I do not accept late work. Please remember that all deadlines are based on Mountain Time, always and without exception.

Exception to the above-stated policy is only made under these circumstances: (1) a medical emergency requiring hospitalization, (2) jury duty or (3) official UTEP business such as athletics, debating team, or band. Documented proof of official UTEP business or jury duty must be provided ten calendar days before the fact; documented proof of hospitalization must be provided one day after discharge. Your instructor can drop you for lack of effort. Your professor can drop you with a “W” only before the dropping deadline.

Written Assignments:

Turning in a bad paper for an F or inadequate assignments are still far better than not turning it in and earning a zero. Examples of paper and discussion grading scales would be:

- "A" paper: well-written and organized, has a substantial and interesting thesis, demonstrates strong argumentation, is well backed by the proper use of evidence, gets facts right, and displays originality of thought and interpretation. An "A" is earned in discussion by demonstrating knowledge of the assigned materials and substantial thought about those materials, and by interacting productively on postings with the thoughts, ideas, and questions of one's classmates.
- “B” paper: lacking in one or two of the qualities above: perhaps it is well-written and organized, displays originality of thought, and uses good evidence, but does not have very strong argumentation. A "B" is earned in discussion by demonstrating a good knowledge of the assigned materials, and by interacting productively with the ideas of one's classmates.
- "C" paper fulfills the assigned task, but may have problems with writing and organization, or may be lacking in evidence. A "C" is earned in discussion by participating productively even while showing that one has not read or viewed assigned materials thoroughly.
- "D" paper partially fulfills the assigned task, but has substantial problems, such as the lack of a thesis, or poor writing and organization. There may be an opportunity for re-writing the paper that earns a "D", if the paper is submitted prior to the final due date and at my discretion. A "D" is earned in discussion failing to post several required assignments or responding to peer comments.
- "F" paper: does not fulfill the assigned task. There may be an opportunity for re-writing a paper that earns an "F", if the paper is submitted prior to the final due date and at my discretion. Absence from discussion earns a grade of zero. An “F” in discussion is earned in failing to post most assignments timely or not responding to peer comments.

Keep copies of all submitted assignments until grades are posted.

Grading Scale

Grades earned on each assignment/test will be added together to reflect the total number of points possible in the course. **Below is the overall point scale for the course. The passing grade for this course is a D. Total Points possible for the term= 1000 points.**

900-1000 = A	700-799 = C	0-599 = F
800-899 = B	600-699 = D	

My Commitments to You as a Professor

I am committed to each of the following:

- I will respond promptly to email as outlined at the beginning of this syllabus;
- I will give you clear, written guidelines and expectations for each assignment well in advance of its due date;
- I will give you prompt feedback on all graded work;
- I will make available to you feedback on your current grade upon request;
- I will work to ensure a safe e-learning environment for all students;
- If I must make changes to the syllabus or assignments, I will communicate these to you as soon as possible.
- I will work to make learning in this course both fun and challenging by making frequent use of real-life examples to simplify and clarify abstract concepts.

What I expect from you:

- Be fully engaged with the course subject matter and with peers and instructor.
- Follow the Syllabus and Course Calendar and complete all assignments by the due dates.
- Check school email regularly for course messages and announcements.
- Participate fully in online discussion boards with substantial input and responses.
- Remain respectful and open minded to the material, to me, and to your peers, and follow (n)etiquette guidelines.
- Ask questions, seek clarifications on materials, or course subject.

Note: If you have a question about technical problems (i.e., your computer, problems submitting an assignment, browser issues, internet connection issues) please contact Tech Support or the UTEP Help Desk as outlined on the first page of this syllabus. Please note that I am neither qualified nor able to help you with these issues. For all other questions, please contact me and I will respond within 24 hours on weekdays. For emails sent on the weekends or holidays, I will respond first thing on Monday or the next business day.

CLASS AND UNIVERSITY POLICIES:

Academic Dishonesty Statement:

(From the Handbook of Operating Procedures: Student Affairs)

Academic dishonesty is prohibited and is considered a violation of the University of Texas at El Paso (UTEP) Handbook of Operating Procedures. It includes, but is not limited to, 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 person's as ones' own. In addition, 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. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

- Notice of Safe Assign: This course will utilize third party software that can automatically detect plagiarism on documents submitted for grading.
- Copyright Notice: copyright law protects many of the materials that are posted within this course. These materials are only for the use of students enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.

Students with Disabilities

Individuals with disabilities have the right to equal access and opportunity. In support of this endeavor, **Center for Accommodations and Support Services (CASS) at UTEP** provides needed accommodation to those who believe or suspect a disability and need assistance in their pursuit of higher education including the opportunity to participate and benefit from all University sponsored programs, social activities and events. CASS ensures that reasonable accommodations and services are afforded to students with disabilities such that they have equal opportunities to achieve their academic and professional goals. CASS staff serves as liaisons between students and faculty, administrators, and outside agencies.

CASS at UTEP
Phone: (915) 747-5148

Union Building East Room 106
cass@utep.edu

TECHNOLOGY ISSUES:

I will not provide any technical assistance. Rather, you should familiarize yourself with the assistance available to you whenever you have problems. You should also ensure that you have the appropriate hardware and software.

- Technical Assistance: Please see the "Tech Support" link in the left side menu of Blackboard.
- Hardware Requirements: Please see the "Getting Started" link in the left side menu of Blackboard.
- Software Requirements: Please see the "Getting Started" link in the left side menu of Blackboard. For UTEP Technical Support:

Phone: 915-747-5257
Distance Learners: 1-866-747-5256

Email: Helpdesk@Utep.Edu
Location: Library Room 300

Important Dates

August 22	Fall classes begin
September 5	Labor Day-No Classes
September 7	Fall Census Day
October 28	Fall Drop/Withdrawal Deadline
November 24-25	Thanksgiving Holiday-No Classes
December 1st	Last Day of Classes
December 2	Dead Day-No Classes
December 5th -9th	Final Exams

TENATIVE COURSE SCHEDULE

❖ **Calendar is subject to change.** Updates will be posted in the announcement section or at the beginning of each weekly module on Blackboard.

WEEK	TOPIC	READING	Assignments/exam
1	Introductions	Syllabus	Post your short bio (Discussion Forum 1)
2	Family Violence, Explanations & Models	Lawson's Book: Ch. 1& 2	(Discussion Forum 2)
3	Culture & Cultural Competence; Male-on-Female Intimacy Violence	Lawson's book: Ch. 3 & 4	Quiz 1 (Discussion Forum 3)
4	Female-on Male Intimacy Violence; Same-Sex intimate partner violence	Lawson's book: Ch.5 & 6	(Discussion Forum 4)
5	Assessment of intimate violent offenders; Treatment of violent offenders	Lawson's book: Ch. 7& 8	Quiz 2 Response Paper One (Discussion Forum 5)
6	Assessment & Treatment of Adult Victims; Dating Violence	Lawson's book: Ch. 9 & 10	(Discussion Forum 6)
7	Child maltreatment, treatment; and elder abuse	Lawson's book: Chs. 11,12, &13	(Discussion Forum 7)
8	Family violence from a global perspective; Domestic violence in Africa: Botswana & Kenya	Asay's book: Ch. 1, 2, & 3	Quiz 3; submit selected facility or center for the final report (Discussion Forum 8)
9	Family violence in Asia: China, India, & South Korea	Asay's book: Chs. 4, 5, & 6	(Discussion Forum 9)
10	Family violence in Europe: Greece, Moldova, & Russia	Asay's book: Chs. 7, 8, & 9	Response Paper Two (Discussion Forum 10)
11	Family violence in Latin America: Brazil & Mexico	Asay's book: Chs. 10 & 11	Quiz 4 (Discussion Forum 11)
12	Family violence in the Middle East: Israel & Palestine	Asay's book: h. 12	(Discussion Forum 12)
13	Family violence in North America: Canada & the United States	Asay's book: Chs. 13 & 14	(Discussion Forum 13)
14	Family violence	Posted Materials	(Discussion Forum 14)
15	Final Project		Submit by December 4 at 11:00 pm (Discussion Forum 15)
16	Final Exam	Comprehensive	December 5 th -9 th at 11:00 pm

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