

Family Violence: CRIM 355:01
California Lutheran University, Fall 2013
Tuesday and Thursday 9:25am - 11:15am
Swenson 124

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Office Hours: Tuesday and Thursday 1:00-2:00pm and 4:00-4:45; and by appointment on Wednesday.




Course Overview

This class will examine the ramifications of family violence as well as the broad range of problems surrounding this issue. Crimes such as battering, sexual assault, child abuse, elder abuse, incest, and homicide will be analyzed in a broad social and political context. Special attention will be given to how these crimes affect women, men, children, and elders, and how the criminal justice system may better address the needs of victims and offenders.

Course Objectives

- To provide students with an understanding of the range of issues associated with family violence.
- To understand the links associated with the political, social, cultural, and economic issues that influence family violence and violence against women.
- To critically analyze the responsibility of the justice system in fighting family violence.

Teaching philosophy and approach

-  **Multiple methods facilitate learning:** This class will consist of a combination of lectures, discussions, reading, writing, independent research, and active participation to enhance learning.
-  **Collaboration:** I encourage students to study together and use the various resources available to obtain a greater understanding of the content of the course.
-  **Understanding and Critical Analysis:** The class structure and assignments are designed to access knowledge, facilitate understanding, improve analysis, and promote critical thinking. There are a few single correct answers in life and in this course. The emphasis is on **HOW** to think not **WHAT** to think.

COURSE REQUIREMENTS

Required Text

Gosselin, Denise Kindschi. 2014. *Heavy Hands: An Introduction to the Crimes of Family and Violence*. 5th Edition. New Jersey: Prentice Hall.

Supplemental reading: Additional required reading material will be made available on Blackboard (BB) or passed out during class.

Exams

There will be three exams in this course. The final exam is not cumulative. Each exam will include information from lectures, main textbook, articles, handouts, videos, and guest speakers.

Agency Research Paper and Site Visit

As a group you will interview and conduct a site visit at an agency or organization related to family violence. The location that you choose must support individuals that are dealing with issues surrounding family violence. You will turn in a paper comparing your sight visit as it relates to existing literature. A service learning option is available also. There are three parts to this assignment: Part 1- Annotated bibliography; Part 2- Overview and outline &; Part 3- Group Final paper and PP presentation

Service Learning Project or Book Review (you will choose one)

- The Service Learning Project is a type of experiential learning that engages students in service within the community as an integrated aspect of the family violence curriculum. You will be required to complete 5 hours of service with the *Coalition for Family Harmony*. The Coalition is a nonprofit agency that provides families and domestic-violence victims counseling, emergency shelter, legal services, outreach, and prevention.
- In the Book Review you will critically examine issues and implications related to family violence and violence against women. The book review will summarize the content of the book and provide a critical critique of the book based on existing literature.

Critical Analysis

We will have 4 critical analysis discussion days throughout the semester. You will turn in 2 article critiques and lead the discussion on one of the discussion days. You will be required to participate in all 4 discussion days, leads discussion on the day you have selected, and turn in critiques on the day we discuss them in class. Each article critique is 3-4 pages.

In-class Assignments, Discussions, Journaling, Participation and Attendance

- During lecture I will introduce new topics, discuss issues in-depth, and cover material that complements your reading assignments, so you are expected to take lecture notes.
- You will journal 3-5 times throughout the semester in Blackboard. Journaling will be based on your reaction, reflection and perception of guest speakers, videos, or field trips.
- Readings for the day need to be completed prior to class times: class activities and discussions will primarily draw upon assigned readings. Please make sure to bring your book and pertinent articles to every class session.
- Classroom participation will be assigned a grade and calculated into the overall course grade. This grade is comprised of: 1) your attendance record; 2) class engagement; 3) in-class exercises; and 4) out-of-class exercises.
- Absences will only be excused with official documentation of illness/serious event. **You are responsible** for the material and announcements presented during lectures and will not be able

to make up in-class work. Points will also be deducted for arriving late and leaving early continuously.

Internet Support

This course is supported by *Blackboard Software* along with various other internet sites. Selected class assignments, handouts, critical analysis articles, grades and supplemental resources will be available through Blackboard.

Assignments and Exams

You must keep a copy of all work (excluding exams). You must be able to immediately produce a copy of the work anytime there is a question concerning an assignment or grade. **A hard copy of all assignments is expected to be turned in at the beginning of class on the day the assignment is due! I will not accept an electronic copy! All assignment must be fully labeled, double-spaced, 12-point font, with 1-inch margins all around, spell-checked, grammar-checked, pages numbered, & stapled.** All late papers will receive late penalties and they must be turned in my mail box in Swenson 214. No credit will be given to unapproved late papers. Students are expected to take exams as scheduled and unexcused absences for exams will result in the forfeiture of points for that exam. Ultimately it is your responsibility to attend class, complete assignments, and take all exams on time.

Grade Distribution: Assignments

| | Points |
|---|------------------|
| 3 Exams (50 points each) | 150 points |
| Book Review | 35 points |
| Agency Research Paper and Sight Visit: Part 1- 20pts & 2-10pts & Part 3: 55pts | 85 points |
| Article critiques and discussion | 20 points |
| Class Attendance, Participation, & Assignments... | <u>10 points</u> |
| | 300 points total |

Grading Scale

| Percentage | Grade | Percentage | Grade |
|------------|-------|------------|-------|
| 100-94 | A | 76-74 | C |
| 93-90 | A- | 73-70 | C- |
| 89-87 | B+ | 69-67 | D+ |
| 86-84 | B | 66-64 | D |
| 83-80 | B- | 63-60 | D- |
| 79-77 | C+ | 59 < | F |

Extra Credit

You may turn in a total of 3 extra credit assignments during the semester before Dec. 5th. Extra credit will only be used to increase your grade in border-line situations. It does not assist in miracles. The following two options for extra credit papers are available:

- ✚ Attend a **Center for Equality and Justice (CEJ)** event which is directed toward building social awareness (social justice, sexism, or racism....). Write a minimum one-page reaction paper. Briefly include how the event may build social awareness, how it made you feel and why, and your thoughts about the event. *Attach a copy of the program to a reaction paper within 5 days after the event. See social event calendar at- <http://www.callutheran.edu/cej/>*
- ✚ Review a newspaper article, a magazine article, or a television show related to criminal justice. It must include a 1) summary, 2) theories that apply to the course, 3) a statement of relevance, and 4) a brief personal reaction. The newspaper article or magazine article should be attached to a one page minimum reaction paper. For a television show, include the time and network.

University Resources

Please take full advantage of the help and resources available at:

- ✚ the Pearson Library: <http://www.callutheran.edu/iss/research/> and
- ✚ the CLU Writing Center http://www.callutheran.edu/writing_center/
- ✚ All course evaluations are conducted on BB. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback. The link is: <http://courseval.callutheran.edu>

CODE OF CONDUCT

Refer to your CLU policy and procedures for details.

Rules of Civility:

You are expected to participate in classroom activities in an adult manner. Private discussions with other students, passing notes, reading the newspaper, disputative eating, sleeping, and persistently arriving late, or leaving early constitutes inappropriate classroom behavior. If you demonstrate such behavior, you will be verbally warned in class to cease. If you persist in disruptive or distracting behavior, formal actions, in accordance with *CLU policy*, will be taken. In addition, on exam day bags, purses, phone need to be placed on the side of the wall. Your exam and pencil should be the only things on your desk. **Note: Specifically, no texting, using cell phones, headphones, iPod's etc., in class. All cell phones must be off while you are in class. Use of "electronics" will negatively impact your participation grade. Be courteous at all times!**

*****Students who desire to take notes on their computer can only take notes, but any other use of the computer during class time is prohibited. NO web searching, IMing, Facebook etc. ...*****

Academic study rests on principles of respect for people, their ideas, and their right to learn. Behavior that is rude, disrespectful, or disruptive not only violates school rules, but also violates individual dignity and interferes with the educational process. I encourage critical thinking and the questioning of ideas, but these must be done respectfully in the spirit of furthering everyone's learning and promoting open discussion. This is the case whether the idea expressed comes from the reading, the professor, a guest speaker, or another student. There is the need for respect within an environment where open discussion occurs. This is especially important in a class such as this where some of the topics may be controversial. *We will discuss issues such as race, ethnicity, sexual, orientation, and social class (among others) that can be difficult and may engender strong feelings.*

Integrity/Plagiarism

Plagiarism involves the use of someone else's words, works, writings, thoughts and ideas without giving credit to the author. It is understood that material submitted for evaluation will be that of the student submitting it and will be original work. The student will not receive credit for work that is not his or her own. Dishonesty in any form is unfair to others and dishonors the individual who behaves in such a manner as well as the educational process. Please do not do something that will sully the semester for you and for me. Violations of CLU honesty and behavior code will be dealt with according to procedures explained in the CLU policy.

Students with Disabilities

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Accessibility Resource Coordinator for the facilitation and verification of need: 805.493.3878 or emailing wperkins@callutheran.edu.

TENATIVE COURSE OUTLINE

*(Note: The instructor reserves the right to modify the schedule within reason and with fair notice due to unexpected scheduling conflicts and the speed in which the material is presented and understood. **Students are expected to complete the reading prior to class.**)*

| <u>Week</u> | <u>Date</u> | <u>Chapter and Topic</u> |
|-------------|-------------|--|
| Week 1 | 9/05 | Introduction to Course and Syllabus, and Ch. 1 A Global View Against Women |
| Week 2 | 9/10 | Cont. Ch. 1 |
| | 9/12 | Ch. 2 The History of Violence in the Family (<i>Select groups and topics</i>) |
| Week 3 | 9/17 | Ch. 2 The History of Violence in the Family |
| | 9/19 | Ch. 3 Focus on Research and Theory and a Feminist Perspectives (<i>Final selection of book review book</i>) |
| Week 4 | 9/24 | Ch. 3 Focus on Research and Theory and a Feminist Perspectives |
| | 9/26 | Cont. Ch. 3(<i>Discussion Day 1</i>) |
| Week 5 | 10/01 | Ch. 4 Child Abuse and Part 1- Annotated Bibliography Due |
| | 10/03 | Cont. Ch. 4 |
| Week 6 | 10/08 | Exam 1: Chapters 1-4 and Ch. 5 Investigating Child Abuse |
| | 10/10 | Cont. Ch. 5 |
| Week 7 | 10/15 | Ch. 6 Adolescent Perpetrators (<i>Discussion Day 2</i>) |
| | 10/17 | Cont. Ch. 6 Book Review Due |
| Week 8 | 10/22 | Ch. 7 Intimate Partner Violence |
| | 10/24 | Cont. Ch. 7 |
| Week 9 | 10/29 | Sexual Assault (articles on BB) (<i>Complete group agency interview</i>) |
| | 10/31 | Sexual Assault |
| Week 10 | 11/05 | Sexual Assault |
| | 11/07 | Ch. 9 Abuse in Later Life: Elder Abuse (Part 2- Overview and Outline) |
| Week 11 | 11/12 | Cont. Ch. 9 (<i>Discussion Day 3</i>) |
| | 11/14 | Exam 2: Chapters 5, 6, 7, Sexual Assault, & 9 and Ch. 10 Adult Perpetrators |
| Week 12 | 11/19 | Cont. Ch. 10 |
| | 11/21 | Cont. Ch. 10 |

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| Week 13 | 11/26 | Ch 11.The Role of the Police |
| | 11/28 | <i>Thanksgiving Break (No Class)</i> Cont. Ch. 11 |
| Week 14 | 12/03 | Ch 12.Stalking and Homicide (<i>Discussion Day 4</i>) |
| | 12/05 | Cont. Ch. 12 and <i>Part 3- Paper and PP Presentations</i> |
| Week 15 | 12/10 | Ch. 13 The Courts Response to Intimate Partner Violence |
| | 12/12 | Cont. Ch. 13 and <i>Part 3- Paper and PP Presentations</i> |
| Week 16 | 12/17 | December 17 th from 10:30am -12:00pm Final Exam 3: Chapters 10, 11, 12 & 13 and <i>Part 3- Paper and PP Presentations Due</i> |