

CCJ 4684: Family Violence

Monday's, Wednesday's, & Friday's
Time: 9:20-10:10am
BEL 116

Instructor: Dr. Erin Castro

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Office Hours: Mondays 12:00-2:00pm
Thursdays 11:00-12:00pm

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Office: Eppes Hall, Suite 303

Office Hours: TBA

Course Description

This course will introduce students to the concept of family violence and the issues that surround criminal justice responses, protections, and policy in the United States. Lecture material will cover three broad topic areas: child maltreatment, intimate partner violence, and elder abuse. During this 16 week course, students will explore the legal definitions, prevalence, causes, consequences, and responses to each form of violence. Paper assignments will be constructed to enhance student learning outside the classroom, while in-class discussions will be used to promote critical thinking skills. Overall, students will attain a basic understanding for the context and extent of family violence.

Required Text

There will be one **required** reading text for this course:

Hines, D. A, Malley-Morrison, K. M., Dutton, L.B. (2012). *Family Violence in the United States: Defining, Understanding, and Combating Abuse*. (2nd Ed.) Sage Publications

ISBN: 978-1412989008

Grade Composition

Assignment	Ea. Pts	Pts	%
Exams	100 (x3)	300	60%
Paper Outline	20	20	4%
Paper Draft	60	60	12%
Paper Final	120 (x1)	120	24%
Extra Credit	3 (x5)	15	3%
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Total	500		100%

Grading Scale

A	470+	C+	385-799.9
A-	450-469.9	C	370-384.9
B+	435-449.9	C-	350-369.9
B	420-434.9	D	300-349.9
B-	400-419.9	F	299.9-

Attendance Policy/Extra Credit

There is no explicit attendance policy for this course. However, there will be 5 pop-quizzes given throughout the semester that will serve as a method for awarding extra credit and to evaluate general attendance. Pop-quizzes will be comprised of a single question and will be graded as correct or incorrect. Students who answer questions correctly will have 3 points added to her/his overall grade.

Paper

To enhance learning and absorption of class material, students will be asked to write one 8-10 page policy recommendation paper (worth 200 in total, 40% of overall grade). The body of the paper (this excludes any title page or references) must be 8-10 pages in length, use 12-point Times New Roman font, be double spaced, use 1-inch margins, and be submitted through Canvas as a Microsoft Word document (.doc, .docx). To ensure quality and learning students will be asked to submit this paper in three stages (1) detailed outline, worth 20 points, (2) full paper draft, worth 60 points, (3) final paper, worth 120 points. See syllabus semester schedule for due dates. A brief description of the paper prompt is below.

- *Policy Recommendation:* For this paper, (1) Identify 2 ways you believe the criminal justice system or legislature (laws, police, courts, corrections, prevention) fails to adequately deal with or prevent family violence (30 points for each failure explained, 30% of grade), and (2) provide a thoughtful policy suggestion/change that you believe would mitigate each issue (30 points for each policy, 30% of grade). Be sure to identify what form of family violence you are discussing and back up your claims/opinions with research facts presented in the course (15 points for each solution and problem, 30% of overall grade). Include proper grammar, formatting, and introduction/conclusion paragraphs (20 points, 10% of grade).

Exams

Exams will be used to assess student knowledge of course material. These exams will be comprised of 50 multiple choice questions and will be worth 100 points each (4 points per question, 60% of overall grade). There will be four exams administered through the semester, however, only the top 3 scores will count toward a student's final grade. The first three exams are not additive and only cover course material from the previous exam forward. The fourth and final exam is cumulative and will test student retention of knowledge from the entire course.

- *Exam Day Protocol:* Exams will be administered in-person during class time
- **Make-up Policy Eligibility:**
 - *Students are only eligible for make-up examinations only if they do the following:*
 - *Contact the Professor 48 hours in advance*
 - *If reason for missing originally scheduled exam is due to ill health, recent victimization, or scheduled FSU affiliated activities such as FSU athletics or ROTC.*
 - *Provide adequate documentation at the time of initial contact with Professor*
 - *This means notes from doctors, health and wellness center, or case management.*
 - *Sudden illness or positive COVID tests will not be guaranteed make-up. Students are allowed to miss exams due to sudden illness or unwillingness to come to class wearing a mask while ill.*
 - *Initiate a make-up date within 1 week of previously scheduled exam*
 - *Cases of emergency*
 - *Will be individually assessed, however, immediate contact when possible from the student and documentation will be key considerations.*
- **Make-up Format:**
 - *Make-up exams will be an entirely written exam. Students will be asked to provide a long essay answer to five out of six prompts provided. Each prompt is worth 10 points and each make-up is worth 100 points.*

- **Note: you are not guaranteed the opportunity for a make-up. Failure to adequately contact the professor or provide adequate documentation will be grounds to deny a make-up request.**

Academic Success

Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Dean of Students office to learn more.

Academic Dishonesty

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>)

Confidential campus resources

Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program University Center A, Rm. 4100 (850) 644-7161 Available 24/7/365 Office Hours: M-F 8-5 https://dsst.fsu.edu/vap	Counseling & Psychological Services Askew Student Life Center, 2nd floor 942 Learning Way (850) 644-8255 https://counseling.fsu.edu/	University Health Services Health and Wellness Center (850) 644-6230 https://uhs.fsu.edu/
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Americans with Disabilities Act

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course.

To receive academic accommodations, a student:

1. must register with and provide documentation to the Office of Accessibility Services (OAS);

2. must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and,
3. should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided. This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the

Office of Accessibility Services

874 Traditions Way

108 Student Services Building

Florida State University

Tallahassee, FL 32306-4167

(850) 644-9566 (voice)

(850) 644-8504 (TDD)

oas@fsu.edu

<https://dsst.fsu.edu/oas>

Recording Class Lectures

Students are permitted to make recordings of class lectures for a class in which the student is enrolled for personal educational use. A class lecture is defined as an educational presentation delivered by the instructor as part of a university course intended to inform or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab or recitation sessions; student presentations (whether individually or part of a group); class discussions (except when incidental to the lecture); clinical practical and presentations involving patient histories and other protected health information; academic exercises involving student participation; test or examination administrations; field trips; and private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and recordings may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of **FSU's Student Code of Conduct** and will possibly have *legal consequences*. Students who record class lectures are asked to do so in ways that do not make others feel reluctant to ask questions, explore new ideas, or otherwise participate in class. Students must monitor their recording so that they do not include participation by other students without permission. Students with disabilities will continue to have appropriate accommodations for recordings as established by the Office of Accessibility Services.

Semester Schedule

WEEK	DATE	TOPIC	READINGS
1	Jan. 9	Syllabus Day/Introduction	
	Jan. 11	Defining Family Violence	Chapter 1
	Jan. 13	Child Abuse - Types and Prevalence	Chapters 2, 3, & 4
2	Jan. 16	NO CLASS - MLK	
	Jan. 18	Correlates and Consequences	
	Jan. 20		
3	Jan. 23	Learning and Attachment Theories	
	Jan. 25		
	Jan. 27	Investigating and Policing	
4	Jan. 30		
	Feb. 1	Courts and Corrections	
	Feb. 3	Sibling Violence	Chapter 10 (329-340)
5	Feb. 6		
	Feb. 8	Prevention	
	Feb. 10	Exam 1	
6	Feb. 13	IPV - Types and Prevalence	Chapters 5 & 6
	Feb. 15		
	Feb. 17	Correlates and Consequences	
7	Feb. 20		
	Feb. 22	Control and Feminist Theories	
	Feb. 24		
8	Feb. 27	Investigating and Policing	
	Mar. 1		
	Mar. 3	Courts and Corrections	Paper Outline Due
9	Mar. 6		
	Mar. 8	Stalking & LGBTQ+ Relationships	Chapter 8
	Mar. 10		
	Mar. 13-17	SPRING BREAK	
10	Mar. 20	Prevention	
	Mar. 22		
	Mar. 24	Exam 2	
11	Mar. 27	Elder Abuse - Types and Prevalence	Chapter 9 & 10
	Mar. 29		
	Mar. 31	Correlates and Consequences	Paper Draft Due
12	Apr. 3		
	Apr. 5	Strain and Ecological Theories	
	Apr. 7		
13	Apr. 10	Investigating and Policing	
	Apr. 12		

14	Apr. 14	Courts and Corrections	
	Apr. 17		
15	Apr. 19	Financial Exploitation	
	Apr. 21		Final Paper Due
	Apr. 24	Prevention	
	Apr. 26	Exam 3	
16	Apr. 28	NO CLASS	
	May 1	Exam 4	7:30-9:30am