



## Sul Ross State University—Rio Grande College

### Criminal Justice 4303 Family Violence Spring 2017

**Professor:** Martin Guevara Urbina, Ph.D.

Classroom: Web  
Class Meeting: Online

Office: 201 (Faculty Building)  
Phone: 830-703-4821 (main office)  
Hours: Monday and Tuesday, 12:00 to 5:00. Even though this is an online course, you are welcome to visit the Professor's office anytime.  
E-mail: [murbina@sulross.edu](mailto:murbina@sulross.edu)

#### **Student Learning Outcomes (SLOs):**

1. Demonstrate proficiency in the application of legal concepts, theoretical applications, scientific principles, and historical trends in the criminal justice arena.
2. Demonstrate competency in the application of basic research methods, to include: research design, statistical analysis, and uses of empirical findings and interpretations.
3. Demonstrate the application of organizational principles, cultural, social and behavioral knowledge, critical thinking skills and cognitive thought processes within the criminal justice arena.

**Course (Catalog) Description:** *A study of child maltreatment and spousal abuse within the family with an emphasis in detection, investigation and deterrence; an examination into other forms of domestic violence.*

**Objective:** *Family violence* will offer a sound and holistic analysis of the significance and dynamics of family violence in the US, combined with a sociological, historical, legal, and criminological examination of American criminal and juvenile justice systems, to include law, order, and justice, as it pertains to the origins, implications, manifestations, and ramifications of deviant behavior, beyond physical abuse, to include verbal abuse, psychological abuse, and emotional abuse. While the focus will be primarily, but

not exclusively, on the “roots,” evolution, polices, and outcomes of family violence, particular attention will be given to what I call a symbiotic triangle (society, law, and justice), giving us insight into the nature of social dynamics, the socialization process, legal systems, and social institutions. For instance, some social scientists approach the community, as a social system, from an *outside* rather an *inside* perspective, which focus on issues like norms, family values, morality, culture, religion, expectations, rules, and outcomes as seen from inside the American society, often in an idealized form, pointing to a specific truth or reality. Specifically, the intent of this course is to provide the student with a detailed understanding of 10 main topics, which are best expressed in the following questions:

1. What is *family violence*? Is “family violence” solely a **physical** act? Or, does it equates subtle elements, like verbal, psychological, and emotional abuse, as a form of violence? How about neglect, as a form of abuse, and, by extension, violence?
2. In thinking about the questions in #1 above, how is family violence defined, viewed, and treated within the context of law, order, justice, and time? Note: A little history would be of use: how are women and children treated in the early days in the Americas?
3. Pragmatically, philosophically, politically, economically, culturally, and socially, what do we mean by *family violence*? Please think critically and globally, is family violence simply a matter of a legal definition, as stated in a legal statute?
4. What are the most influential theoretical and philosophical ideologies (or mentalities) shaping MODERN human behavior, especially violence, in the US? How has the criminal justice system, in the context of violence and victimization, particularly family violence, evolved in the US? What are the links between gender, class (SES), race, ethnicity, time, and space? Think about the socialization process, which really begins at birth.
5. What FORCES have driven and/or continue to drive legal reform as it pertains to family violence and, of course, victims and victimizers? What **role** do politics, the media, symbolism, power, social norms, and society play in the making and implementation of policies governing human expectations and behavior? Likewise, what role have historical EVENTS played in shaping and re-shaping **informal** norms and criminal justice policies?
6. What role does national origin, race, ethnicity, culture, religion, and morality, as **external** forces, play in the evolution of family violence, to include physical, verbal, psychological, emotional abuse, and more subtle forms of violence? How influential are **internal** factors, like fear, uncertainty, low-self esteem, stress, depression, courage, passion, love, compassion, fidelity, and loyalty in shaping and reshaping victimization in the context of family violence?
7. WHO has played the most significant role in “shaping and reshaping” judicial reform as it pertains to violence, abusers and victims, and those who are impacted indirectly? What are the reasons of amending existing laws? Note: Does law makes a big difference? Or, is something else missing?
8. What is the scope and nature of current “critical” issues currently confronting American families and society at large? For instance, some social scientists note that emotional and psychological scars, as a form of violence, run much deeper than physical scars, as a result of physical violence?
9. What are the avenues for the establishment of an understanding, compassionate, caring, tolerant, respectful, harmonious, and humane society?

10. What is the future of American families and the US society in general, in the context of violence, victimization, law, order, and justice?

The next set of questions is essentially definitional in nature. It is essential that we share the same definitions of issues, events, situations, or problems if we are to come to a common understanding of both the problem and any possible solutions/remedies. As such, the class's first segment deals with defining *family violence*, as it pertains to deviant behavior in the US and placing it in a global context.

The last set of questions is more analytical. A particular truism about human behavior, criminal justice, criminological, sociological, and theoretical aspects of the nature of society is as follows: There are many typologies of criminological, sociological, and legal theories as there are authors writing textbooks about the subject.

The final question has policy overtones. First, we must briefly look at the nature and process of human behavior, in the context of family violence and the US criminal justice system, with a focus on civil, statutory, and constitutional rights. Next, we turn to the more difficult task of linking criminal justice policy, sociological, psychological, and criminological theory, particularly those we will review, to human behavior, legal rights, research, and practices.

Overall, this course is designed to introduce you to the nature and dynamics of family abuse and violence within the context of the criminal justice system and, by extension, social interactions in a broad context and, ultimately, human behavior in the world. By introducing you to influential issues that provide the frameworks to studying a wide variety of phenomena, I intend this course to be a basis for further, more in-depth study in the areas that interest you.

**Course Context:** As an upper-level course, this class may include controversial, sensitive, and/or adult material. Students are expected to have the mentality and readiness for upper-level content and rigor.

**Course Structure:** This course will be presented in modules. Please note that the ENTIRE course will be taught online via Blackboard.

**Required Texts:**

Barnett, Ola, Cindy L. Miller-Perrin, and Robin D. Perrin (2011). *Family violence across the lifespan*. Third edition. Thousand Oaks, CA: Sage Publications.  
[ISBN: 978-1412981781]

**Optional Readings:**

Beckett, Katherine and Theodore Sasson (2003). *The politics of injustice: Crime and punishment in America*. Second edition. Thousand Oaks, CA: Sage Publications.

Bosworth, Mary and Jeanne Flavin (2007). *Race, gender, and punishment: From colonialism to the war on terror*. Piscataway, NJ: Rutgers University Press.

Chambliss, William and Marjorie Zatz, eds. (1993). *Making law: The state, the law, and structural contradictions*. Bloomington: Indiana University Press.

- Dershowitz, Alan M. (2004). *America on trial: Inside the legal battles that transformed our nation*. Warner Books: New York.
- Gans, Herbert (1995). *The war against the poor*. New York: Basic Books.
- Gilroy, Paul (1993). *The black atlantic: Modernity and double consciousness*. Cambridge, MA: Harvard University Press.
- Girshick, Lori B. (1999). *No safe haven: Stories of women in prison*. Boston: Northeastern University Press.
- Gomez, Laura E. (2007). *Manifest destinies: The making of the Mexican American race*. New York: New York University Press.
- Kairys, David (1990). *The politics of law: A progressive critique*. Second edition. New York: Pantheon Books.
- Reiman, Jeffrey and Paul Leighton (2009). *The rich get richer and the poor get prison: Ideology, class, and criminal justice*. Ninth edition. Upper Saddle River, NJ: Prentice Hall.
- Rodriguez, Luis (1993). *Always running*. New York: Simon and Schuster.
- Rodriguez, Richard (2002). *Brown: The last discovery of America*. New York: Penguin Books.
- Ruiz, Vicki (1999). *From out of the shadows: Mexican women in Twentieth-Century America*. New York: Oxford University Press.
- Schwartz, Mary Ann and Barbara Marliene Scott (2006). *Marriages and families: Diversity and change*. Fifth edition. Upper Saddle River: Pearson/Prentice Hall.
- Smith, Dorothy E. (1990). *The conceptual practices of power: A feminist sociology of knowledge*. Boston: Northeastern University Press.

### **Recommended Readings:**

#### **Books:**

- Alvarez, Sofia Espinoza and Martin Guevara Urbina, eds. (forthcoming). *Immigration and the law: Race, citizenship, and social control over time*.
- Urbina, Martin Guevara, ed. (forthcoming). *Hispanics in the U.S. criminal justice system: Ethnicity, ideology, and social control* (2<sup>nd</sup> ed.). Springfield, IL: Charles C Thomas. (In print.)
- Urbina, Martin Guevara and Sofia Espinoza Alvarez (2017). *Ethnicity and criminal justice in the era of mass incarceration: A critical reader on the Latino experience*. Springfield, IL: Charles C Thomas.
- Urbina, Martin Guevara and Claudia Rodriguez Wright (2016). *Latino access to higher education: Ethnic realities and new directions for the twenty-first century*. Springfield, IL: Charles C Thomas, Publisher Ltd.

- Urbina, Martin Guevara and Sofia Espinoza Alvarez, eds. (2015). *Latino police officers in the United States: An examination of emerging trends and issues*. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara, ed. (2014). *Twenty-first century dynamics of multiculturalism: Beyond post-racial America*. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara, Joel E. Vela, and Juan O. Sanchez (2014). *Ethnic realities of Mexican Americans: From colonialism to 21<sup>st</sup> century globalization*. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2012). *Capital punishment in America: Race and the death penalty over time*. El Paso, TX: LFB Scholarly Publishing.
- Urbina, Martin Guevara, ed. (2012). *Hispanics in the U.S. criminal justice system: The new American demography*. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2008). *A comprehensive study of female offenders: Life before, during, and after incarceration*. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2003/2011). *Capital punishment and Latino offenders: Racial and ethnic differences in death sentences*. New York: LFB Scholarly Publishing.

#### **Book Chapters:**

- Urbina, Martin Guevara and Ilse Aglaé Peña (forthcoming). "Policing borders: Immigration, criminalization, and militarization in the era of social control profitability." In *Spatial policing: The influence of time, space, and geography on law enforcement practices*, edited by Charles Crawford. Durham, NC: Carolina Academic Press.
- Alvarez, Sofia Espinoza and Martin Guevara Urbina (forthcoming). "U.S. immigration laws: The changing dynamics of immigration through time." In *Immigration and the law: Race, citizenship, and social control over time*, edited by Sofia Espinoza Alvarez and Martin Guevara Urbina.
- Alvarez, Sofia Espinoza and Martin Guevara Urbina (forthcoming). "Immigration, criminalization, and militarization in the age of globalization." In *Immigration and the law: Race, citizenship, and social control over time*, edited by Sofia Espinoza Alvarez and Martin Guevara Urbina.
- Urbina, Martin Guevara and Sofia Espinoza Alvarez (forthcoming). "Immigration laws and social control movements: Situating the realities of immigration in the twenty-first century." In *Immigration and the law: Race, citizenship, and social control over time*, edited by Sofia Espinoza Alvarez and Martin Guevara Urbina.
- Urbina, Martin Guevara (2016). "Life after prison for Hispanics." In R. A. Gutierrez & T. Almaguer (Eds.), *The new Latino studies reader: A twenty-first-century perspective*. Berkeley: University of California Press.

- Urbina, Martin Guevara and Sofia Espinoza Alvarez (2015). "Situating the current state of research on Latino police and ethnic community in twenty-first century America." In *Latino police officers in the United States: An examination of emerging trends and issues*, edited by Martin Guevara Urbina and Sofia Espinoza Alvarez. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Alvarez, Sofia Espinoza and Martin Guevara Urbina (2015). "Bridging the gaps and future research: Thinking ahead." In *Latino police officers in the United States: An examination of emerging trends and issues*, edited by Martin Guevara Urbina and Sofia Espinoza Alvarez. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara, Ferris Roger Byxbe, and Sofia Espinoza Alvarez (2015). "Policy recommendations: Toward a new police force." In *Latino police officers in the United States: An examination of emerging trends and issues*, edited by Martin Guevara Urbina and Sofia Espinoza Alvarez. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Alvarez, Sofia Espinoza and Martin Guevara Urbina (2015). "The future of Latino officers in the American police." In *Latino police officers in the United States: An examination of emerging trends and issues*, edited by Martin Guevara Urbina and Sofia Espinoza Alvarez. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Alvarez, Sofia Espinoza and Martin Guevara Urbina (2014). "From the shadows of the past: Revolutionizing multiculturalism in the midst of globalization—A twenty-first century challenge." In *Twenty-first century dynamics of multiculturalism: Beyond post-racial America*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2014). "It's a new world: The changing dynamics of multiculturalism." In *Twenty-first century dynamics of multiculturalism: Beyond post-racial America*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2014). "The future of U.S. multiculturalism: Si se puede." In *Twenty-first century dynamics of multiculturalism: Beyond post-racial America*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Peña, Ilse Aglaé and Martin Guevara Urbina (2012). "The legacy of capital punishment: Executing Latinas and Latinos." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2012). "The dynamics of education and globalization in the new millennium: The unspoken realities." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2012). "Ethnic constructions: The making of the upcoming majority, Latinas and Latinos." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2012). "Indigent defendants and the barriers they face in the U.S. court system." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.

- Urbina, Martin Guevara (2012). "Life after prison: Ethnic, racial, and gender realities." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2012). "The American criminal justice system and the future of Latinos and Latinas." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Nieling, Sara and Martin Guevara Urbina (2008). "Epilogue: Thoughts for the future." In *A comprehensive study of female offenders: Life before, during, and after incarceration*, by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara and Leslie Smith (2007). "Colonialism and its impact on Mexicans' experience of punishment in the United States." In *Race, gender, and punishment: From colonialism to the war on terror*, edited by Mary Bosworth and Jeanne Flavin. Piscataway, NJ: Rutgers University Press.

**Refereed (Peer-Reviewed) Journal Articles:**

- Urbina, Martin Guevara and Sofia Espinoza Alvarez (2016). "Neoliberalism, criminal justice, and Latinos: The contours of neoliberal economic thought and policy on criminalization." *Latino Studies*, 14: 33-58.
- Alvarez, Sofia Espinoza and Martin Guevara Urbina (2014). "Capital punishment on trial: Who lives, who dies, who decides—A question of justice?" *Criminal Law Bulletin*, 50: 263-298.
- Byxbe, Ferris Roger and Martin Guevara Urbina (2014). "The global epidemic of prescription drug abuse: The American experience." *International Journal of Liberal Arts and Social Science*, 2: 208-216.
- Byxbe, Ferris Roger and Martin Guevara Urbina (2013). "The globalization of crime in American schools: An assessment of emerging trends in the twenty-first century." *International Journal of Humanities and Social Science*, 2: 1-13.
- Byxbe, Ferris Roger and Martin Guevara Urbina (2013). "*In loco parentis*: The contours of the Fourth Amendment in American public schools." *International Journal of Arts and Commerce*, 2: 11-26.
- Urbina, Martin Guevara and Ferris Roger Byxbe (2012). "Capital punishment in America: Ethnicity, crime, and social justice." *International Journal of Humanities and Social Science*, 2: 13-29.
- Urbina, Martin Guevara and Ferris Roger Byxbe (2011). "Interacting forces in the judicial system: A case study in American criminal law." *International Journal of Humanities and Social Science*, 1: 141-154.
- Byxbe, Ferris and Martin Guevara Urbina (2011). "Sexual harassment: Crossing the lines within the ranks." *Police Forum*, 20: 4-12.
- Byxbe, Ferris, Martin Guevara Urbina, and Patricia Nicosia (2011). "Community oriented policing and partnerships: A recipe for success!" *Police Forum*, 20: 4-16.

- Urbina, Martin Guevara and William Sakamoto White (2009). "Waiving juveniles to criminal court: Court officials express their thoughts." *Social Justice: A Journal of Crime, Conflict & World Order*, 36: 122-139.
- Urbina, Martin Guevara (2007). "Latinas/os in the criminal and juvenile justice systems." *Critical Criminology: An International Journal*, 15: 41-99.
- Ruddell, Rick and Martin Guevara Urbina (2007). "Weak nations, political repression, and punishment." *International Criminal Justice Review*, 17: 84-107.
- Urbina, Martin Guevara (2005). "Transferring juveniles to adult court in Wisconsin: Practitioners voice their views." *Criminal Justice Studies: A Critical Journal of Crime, Law and Society*, 18: 147-172.
- Urbina, Martin Guevara (2004). "Language barriers in the Wisconsin court system: The Latino/a experience." *Journal of Ethnicity in Criminal Justice*, 2: 91-118.
- Urbina, Martin Guevara (2004). "A qualitative analysis of Latinos executed in the United States between 1975 and 1995: Who were they?" *Social Justice: A Journal of Crime, Conflict & World Order*, 31: 242-267.
- Urbina, Martin Guevara and Sara Kreitzer (2004). "The practical utility and ramifications of RICO: Thirty-two years after its implementation." *Criminal Justice Policy Review*, 15: 294-323.
- Ruddell, Rick and Martin Guevara Urbina (2004). "Minority threat and punishment: A cross-national analysis." *Justice Quarterly*, 21: 903-931.
- Urbina, Martin Guevara (2003). "Race and ethnic differences in punishment and death sentence outcomes: Empirical analysis of data on California, Florida and Texas, 1975-1995." *Journal of Ethnicity in Criminal Justice*, 1: 5-35.
- Urbina, Martin Guevara (2003). "The quest and application of historical knowledge in modern times: A critical view." *Criminal Justice Studies: A Critical Journal of Crime, Law and Society*, 16: 113-129.
- Urbina, Martin Guevara (2002). "Furman and Gregg exist death row?: Un-weaving an old controversy." *The Justice Professional*, 15: 105-125.

#### **Encyclopedia, Magazine, and Other Publications:**

- Byxbe, Ferris Roger, Donna Byxbe, Martin Guevara Urbina, and Patricia Nicosia (2011). "Prescription drugs: Generation Rx in crisis." *LAE Journal*, 34-36.
- Byxbe, Ferris, Martin Guevara Urbina, and Patricia Nicosia (2010). "Community oriented policing and partnerships: A recipe for success!" *LAE Journal*, 22-25. (A reprint.)
- Urbina, Martin Guevara (2005). "Puerto Rican nationalists." *Encyclopedia of Prisons & Correctional Facilities*, Vol. 2: 796-798. Edited by Mary Bosworth. Thousand Oaks, CA: Sage Publications.
- Urbina, Martin Guevara (2003). "Good teachers never die." *Hispanic Outlook in Higher Education Magazine*, 13: 31-32.

Urbina, Martin Guevara (2002). "Death sentence outcomes." *Encyclopedia of Crime and Punishment*, Vol 2: 482-485. Edited by David Levinson. Thousand Oaks, CA: Sage Publications.

**Weekly Assignments:**

There will be ten (10) *Weekly Assignments*, each worth 10 points for a total of 100 points. The "Weekly Assignments" will be discussed further the first week of class. Please do NOT panic! Handouts will be posted to assist you as you prepare your weekly assignments.

**Activities/Participation:**

Please complete the **reading** assignments as assigned to avoid falling behind, and, more fundamentally, to capture the essence of the class. During the semester, I will be posting a question for you to **respond** (100 points) and post for ALL students to read. Again, please do NOT panic! If you do the reading, you should be fine. Participation in these "exercises" will be equated into your final grade.

**Book Reviews (Required):**

For your *Book Reviews* you are asked to read and make critical judgment about **one** book (50 points). Here is the complete citation for the required book review:

- Urbina, Martin Guevara and Sofia Espinoza Alvarez (2017). *Ethnicity and criminal justice in the era of mass incarceration: A critical reader on the Latino experience*. Springfield, IL: Charles C Thomas.

The Book Review is limited to 3 to 5 typed pages. The logistics of the Book Reviews will be discussed in class and handouts will be provided to assist you with the writing assignments.

**Major Research Project:**

The logistics of the **research project**, which will be submitted as a formal paper, will be discussed in detailed during the first/second week of class, with various posted handouts to guide you in the process. Your project, which is optional but highly recommended (100 points), will be posted the first (or second) week of school, giving you ample time to begin, work, finalize, and submit your research paper.

Research papers (15 to 20 pages in length, not including cover page or reference section) must be typed, with a minimum of 15 academic references (peer-reviewed journal articles, book chapters, and books). Late papers will **not** be accepted. Do not submit (post) your only copy of any paper without **saving** your essay in case assignments are lost or destroyed. In effect, make sure that you have a backup copy of the latest version. Again, the project will be discussed further in class.

**Mini-project:**

This should be a fun exercise that allows you to explore (critically) some aspect of human behavior as it pertains to **Family Violence** in greater depth with less evaluation anxiety than you would have in a full-length paper assignment. I would like you to try to and choose a project that you will enjoy, and that will stimulate your thinking about the concepts covered in this course.

Mini-projects are **optional**. You will receive “extra credit” points for completing mini-projects. If your mini-project is **adequate**, you will receive one percentage point. This point(s) will be added on to your final grade at the end of the semester.

You may turn in your mini-projects any time during the semester. The projects will be of greater value if they are done thoughtfully. Thus, you may not submit more than three (3) mini-projects.

There is no minimum or maximum length requirement. Typically you will hand in a three to five page typed paper as the final product of each mini-project. Some projects, however, may require longer (or shorter) write-ups. Your analysis should illustrate or explore some phenomenon relevant to the course, while knowledgeably using concepts, principles, and language in the context of **Family Violence**.

Attached to the end of the syllabus are descriptions of some mini-project options. Some of them will make more sense to you as we progress through the course. If you think of an **alternative** you would like to do as a mini-project, please feel free to ask me about it. Again, I am looking for you to implement class material—especially critical issues/perspectives—when describing the phenomena you choose to explore.

**Make-up Work:**

A **tentative** schedule of assignment will be provided (posted) at the beginning of the semester. However, it is possible that the schedule will be **modified** during the semester. Hence, if you fail to log on as discussed herein, it is the student’s responsibility to check with the Professor (or the Professor’s website) regularly to determine the deadlines for weekly readings, assignments, and activities. To this end, as noted above, make-up exercises will NOT be given, unless otherwise specified. For missed readings, weekly assignments and activities (i.e., “special circumstances”), it is the student’s responsibilities to find out what make-up work is required. If you have any difficulties getting the assignments or making the deadlines, please contact me right way.

**Note:**

Unless otherwise specified, all assignments and activities are due on the scheduled due date. **No late assignments will be accepted.**

**Grades:** There are a total of 350 points available in this course. Grades will be based on the total points for the semester. Specifically, grades will be assigned by comparing your performance to the best possible score (350) as follows:

Weekly Assignments:	100 points*
Book Reviews:	50 points
Research Project:	100 points
Activities/Participation:	100 points**
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<b>Total.....</b>	<b>350 points</b>

\*Tentatively, Weekly Assignments will count for 100 points. However, it is possible that the total possible points (i.e., 100) will be increased, or reduced. If increased, the TOTAL POSSIBLE points discussed herein (i.e., 350) will add to more than 350 points. If reduced, the TOTAL POSSIBLE points discussed herein (i.e., 350) will add to less than 350 points.

\*\*Similarly, if the 100 Activities and Participation points are either increased or reduced, only the total possible points for Activities/Participation that are utilized will be equated in the final grade distribution. In such case, the TOTAL POSSIBLE points discussed herein (i.e., 350) will add to less (or more) than 350 points.

**Grade Distribution:**

90-100%	= A (Excellent)
80-89%	= B (Better than Average)
70-79%	= C (Average)
60-69%	= D (Below Average)
Below 60%	= Failing

Note: Mini-project points will be added to your point total at the end of the course.

Please be aware of **class expectations, rules, and University/College Policies**, which follow:

**Attendance Policy**

This course is “**Web**” based. Students are expected to log on regularly, check the calendar for due dates and respond to all emails. Thus, it is to your advantage to log-on regularly. For instance, if you do not participate, you cannot learn the discussed material. Additionally, you will not be able to discuss the assigned readings. Much of the learning in class is through discussion with other students. In the process, feel free to ask questions and/or make comments that might enhance our understanding of *Family Violence* and related issues. Also, do not hesitate to share experiences that may help to enhance our understanding of the nature and significance of deviant behavior within the context of the criminal justice system. (Please reference Sul Ross State University—Rio Grande College Catalog for additional information.)

**Punctuality.** It is of extreme importance that you complete the readings and writing assignments on time to avoid falling beyond. I understand that it is not possible at times, but please do not make it a routine.

**Classroom etiquette.** Above all, always **respect** yourself and others; be **patient**; be willing to explore new ideas (perspectives); and restrict questions and comments to the topic being discussed.

**Incomplete Grades:**

PLEASE AVOID INCOMPLETE GRADES. ALL ASSIGNMENTS ARE DUE ON THE DATES OUTLINED IN THE SYLLABUS. It is the responsibility of students to notify the Professor if they cannot make an assignment or will not be able to log-on to the class. Please call me at 830/758-5017 if you do not plan to participate in a class discussion question or feel you will be missing an assignment. If I do not hear from you in regards to missed assignments, I will not allow an excuse for the missed work.

**Class Responsibilities and Conduct:**

You will be responsible for all information posted anytime during the semester. You will be responsible for obtaining announcements or amendments you may have missed. Any student who is intentionally abusive, disruptive, or disrespectful vis-à-vis posted discussions, activities, or emails will be asked immediately amend such communication, AND possibly dropped from the course. Any student who has been asked to amend “unjustified” communication twice will be reported to the Department Chair or Academic Dean. You are expected to show respect to yourself, other students, and your Professor.

**Academic Honesty (Reference Sul Ross State University—Rio Grande College Catalog):**

Rio Grande College expects its students to maintain high standards of personal and academic conduct. Students who take part in academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonesty. Discover any academic dishonesty by a student, may be reported to the Department Chair or Academic Dean.

**Disability Services:**

Students who have special instructional needs because of a physical handicap or a learning disability should discuss their special needs with the office of Student Disabilities Services. You may also see the University/College Catalog for additional information. Please do so before the end of the first week of class.

Contact person for ADA:  
Mary Schwartze, M.Ed., LPC  
Accessibility Services Coordinator  
Counseling & Accessibility Services  
Ferguson Hall, Rm #112  
P.O. Box C-122  
Alpine, TX. 79832  
[mschwartz@sulross.edu](mailto:mschwartz@sulross.edu)

**Drop Policy:**

If you discover that you need to drop this class, you must contact the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student. The record’s office will give a deadline for which the paperwork and form, if required, must be returned,

complete and signed. If you discover that you are still enrolled, FOLLOW-UP with the Records Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an **F** in the course.

**Library Services:**

Library information and technology focus on research skills that prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques including: exploring information resources such as library collections and services, identify sources such as subject databases and scholarly journals, executing effective search strategies, retrieving, recording, and citing relevant results correctly, and interpreting search results and deciding whether to expand the search.

**The Rio Grande College Quality Enhancement Plan (QEP):**

Sul Ross State University Rio Grande College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). As part of the reaffirmation process, SACS requires every institution to develop a Quality Enhancement Plan (QEP) that enhances student learning. Rio Grande College has developed a QEP called *Putting Your Words to Work* that requires students to write different kinds of papers and deliver oral presentations for courses in all departments. Rio Grande College is committed to enhancing students' written and oral communication skills which means that students should be writing and speaking significantly more in courses across all departments.

To prepare for the increased number of written assignments, students should make every effort to enroll in English 3312 in their first semester at RGC. Students should expect to write and speak professionally in all courses, not just English classes. In this course, **Family Violence**, students will write various papers and present student work to other students and the Professor, as discussed herein.

Again, I want this class to be useful to you in your future careers. As such, if I can assist you in any way, please stop by and see me or call/e-mail me. If a problem is to arise during the semester, please contact me immediately so that we can work out a solution. Do not wait until it is too late to remedy the problem.

**Tentative\***  
**Schedule of Classes and Assignments**

<b>Week</b>	<b>Topic</b>	<b>Reading</b>
Week 1	<p><b>Lecture focus:</b> Detail class expectations; provide a foundation for the study of family violence; &amp; provide an introduction &amp; broad overview of the subject matter: family violence.</p> <p>Explore “Urbina Links”:</p>	The “Urbina Links” will be provided!
Week 2	<p>History and definitions of family violence</p> <p><b>Focus:</b> Explore major historical forces defining and shaping the nature of family violence in the U.S.: cultural, financial, political, philosophical, ideological, etc.</p>	Chapter 1
Week 3	<p>Research methodology, assessment, and theories of family violence</p> <p><b>Focus:</b> Analyze research methodologies used to investigate the dynamics of family violence, and examine the major theories to better understand the scope and nature of family violence.</p>	Chapter 2
Week 4	<p>Child neglect and psychological maltreatment</p> <p><b>Focus:</b> Detail historical trends of child neglect and psychological abuse, its implications and ramifications.</p>	Chapter 3
Week 5	<p>Child physical abuse</p> <p><b>Focus:</b> Examine the realities, implications, and consequences of physical abuse of children, and review current social and legal policies.</p>	Chapter 4
Week 6	<p>Child sexual abuse</p> <p><b>Focus:</b> Analyze the historical origins of child sexual and the issues resulting in child abuse. Review the physical, emotional, and psychological impact of child sexual abuse.</p>	Chapter 5
Week 7	<p>“Reflection Week”:</p> <p><b>Focus:</b> “Reflection Week” is designed to give students the opportunity to reflect (think and act) on what has transpired during the first half of the semester, and, more fundamentally, how things “fits” into their broader academic career, professional life, and personal life.</p>	
Week 8	<p>Abused and abusive adolescents</p> <p><b>Focus:</b> Explore issues resulting in the complex dynamics of abused and abusive children, its implications and consequences for children and society.</p>	Chapter 6
Week 9	<p>Dating aggression, sexual assault, and stalking</p> <p><b>Focus:</b> Detail the “evolution,” implications, and ramifications of dating aggression, sexual assault, and stalking in the American society. Examine key community programs and policies, including legislation.</p>	Chapter 7
Week 10	<p>Abused heterosexual partners: Primarily women</p> <p><b>Focus:</b> Examine the scope and nature of abuse among heterosexual partners. Explore the influence of legislation, the media (including the web), and social reaction.</p>	Chapter 8
Week 11	<p>Abused heterosexual partners: Primarily men</p> <p><b>Focus:</b> Analyze the historical trends of intimate partner violence in relationships, and examine major issues resulting in violence, along with the social implications and consequences.</p>	Chapter 9

Week 12	Abused and abusive partners in understudied populations  <b>Focus:</b> With shifting demographic trends and new scientific discoveries, examine the often hidden scope and nature of abuse and violence within certain segments of society, situating their experiences within a broader framework.	Chapter 10
Week 13	Adult intimate partner violence: Practice, police, and prevention  <b>Projects are due:</b>  <b>Focus:</b> Analyze existing practices, programs, and polices; explore possible solutions, and examine possible effective policies and programs for long-term prevention.	Chapter 11
Week 14	Abuse of elderly and the disabled persons  <b>Focus:</b> Examine the scope and nature of abused elders and disabled people. Analyze social and legal implications.	Chapter 12
Week 15	What can I do to help? Reflections, thoughts for the future, and conclusion:  <b>Focus:</b> As the final week of regular class, the various topics discussed during the semester will tied together, placing them within a broader framework; that is, globalization, to include the globalization of knowledge. Concluding with recommendations for the future, as we continue the discourse on family violence.	
	<b>Final Exam: TBA</b>	

\*The syllabus is likely to be amended during the semester at the discretion of the Professor!

Note: Please check Calendar on Blackboard for **due dates!**

### **Mini-Project Suggestions**

1. With fellow students, family members, or friends, discuss the issue of what could possibly be the DRIVING force behind family violence in the US.
2. With fellow students, family members, boy-friends, or girl-friends, discuss the issue of whether issues like culture, religion, and morality are influential in the dynamics of family violence. WHY? Or, WHY NOT?
3. Visit different courtrooms in the area (local, state or federal) during the prosecution of criminal defendants accused of family violence. Compare what you see with the descriptions in this class. Keep a diary of your experience.
4. Find interesting stories in newspapers and magazines pertaining to family violence in your community, like Del Rio, Eagle Pass, Del Rio, or other community, and detail a brief report. Explain what you find interesting about the stories, as projected through the lens of the media.
5. Watch a documentary, video, or movie that vividly documents that history of family violence and write a brief reaction paper. An excellent choice: *A Class Apart*.