

**CJ / CRIM 3316: Domestic Violence**  
**Sul Ross State University - Fall 2026**

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**Class hours** : Online **Web Page** : <https://srinfo.sulross.edu/fs/9180>  
**Office Hours** : This is an online course, and the best way to reach me is via email. Do not hesitate to contact me for any reason. I will respond to email inquiries as soon as I can.

**Required Texts**

- 1) Gosselin, Denise K. (2019). Family and Intimate Partner Violence: Heavy Hands, 6th Edition. New York, NY: Pearson. <https://www.pearson.com/en-us/subject-catalog/p/family-and-intimate-partner-violence-heavy-hands/P200000001127/9780137413249>
- 2) American Psychological Association (October 2019), Publication Manual of the American Psychological Association, Seventh Edition, <https://apastyle.apa.org/products/publication-manual-7th-edition-spiral>
- 3) Additional readings (e.g., articles, reports) will be posted on Blackboard.

Regarding scientific journal articles, Bryan Wildenthal Memorial Library of SRSU has an extensive database infrastructure. You can get detailed information and advising from libraries website <https://library.sulross.edu> Once you logged in to your Sul Ross Account on Blackboard you should be automatically connected to the library webpage as well. Thus, you can browse the online databases of the University and reach the articles on the additional reading list.

The SRSU Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting <https://library.sulross.edu/find-and-borrow/texshare/> or contact a librarian.

**Course Description**

Domestic violence between adults is studied from an interdisciplinary perspective. The cycle of violence, dominance, and control are among the issues covered sociologically and psychologically. The legal perspective includes discussion of proactive arrest policies, restraining orders, and anti-stalking legislation that have emerged across the United States.

### Course Learning Objectives

This course, like other upper-level college courses, will help you gain deep knowledge of this topic. At the end of this course, you will be able to:

- Define key terms used within the discipline and assess empirical research on domestic violence,
- Acquire an understanding of the social and legal factors that influence criminal justice responses to domestic violence,
- Reason logically on the causes and consequences of domestic violence,
- Demonstrate reference to concepts and theories of the assigned reading,
- Critically evaluate and analyze arguments or problems in cases of domestic violence,
- Become smart consumers of news reports, political rhetoric, and public discussion about domestic violence.
- Communicate effectively in written English as exemplified by proper use of APA citation format, following writing guidelines and writing clearly and concisely.

### Criminal Justice & Homeland Security Undergraduate Programs Student Learning Outcomes

**UG-CJ-SLO1:** Student will be able to demonstrate knowledge of specific areas of the U.S. Constitution as it relates to specific legal liabilities.

**UG-CJ-SLO2:** Student will be able to demonstrate knowledge of criminological theories, and apply those theories to an analysis of practical criminal justice events.

**UG-CJ-SLO3:** Student will be able to demonstrate a working knowledge of the specific language of the Criminal Justice System, ability to identify the individual parts and costs associated with the Criminal Justice System, and demonstrated knowledge in recognizing the political influences on the CJ system.

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**UG-HS-SLO1:** Students will explain the history and evolution of homeland security, including the Department of Homeland Security, within the political and social systems of the United States.

**UG-HS-SLO2:** Students will describe the magnitude and scope of terrorist threats to the United States, including the motives and methods of different international and domestic terrorist organizations.

**UG-HS-SLO3:** Students will identify and demonstrate an understanding of the significant legal issues in the Homeland Security Domain.

### Attendance Policy

Absence policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-based and ITV courses. The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences with a grade of "F". In Web courses, this policy is interpreted as not participating for more than 3 weeks in a long semester, 1 week in a summer session, or 3 days in the midwinter session. Any student dropped for non-participation will receive an "F" in the course dropped. Inactivity may include the following:

- Not logging on to the course

- Not submitting assignments
- Not participating in scheduled activities
- Not communicating with the instructor by phone or email, and/or
- Not following the instructor's participation guidelines stated in the syllabus.

All students taking distance learning classes are responsible for checking their [Sul Ross email account](#) regularly for notices from the University and from their instructors. A student's Sul Ross email address is added to Blackboard when a student registers, so when instructors email students through Blackboard, the message is sent to the student's Sul Ross email account. Email accounts are automatically set up when a student registers. In order to use your SRSU email account, you will need to log in to the email system. The information you need in order to log in is a username and a password.

### Class Participation Policy

This class is a fully online course; there are no class meetings. However, I want you to introduce yourself to all of us. This "Introduction" is a chance for you to "meet" your classmates in the class and an opportunity to introduce yourself to your professor. You are also expected to log into the class at the earliest opportunity to check the class website every day for announcements. All assignments and examinations are to be completed online no later than the final due dates for each assignment. If you have questions regarding the reading material, assignments, quizzes, and exams, please e-mail me.

### Course Assessment

**1 - Reaction Papers (10 Points Each):** You will write a reaction paper every week. Each paper must be at least 1 page, excluding the title page. It must be 1.5-spaced in 12-point Calibri font. Reaction paper will be related to the assigned reading of the week. A reaction paper is not a summary; rather, it should include your perspective, ideas, and critique about the reading. The due dates for the reaction papers will be Sunday 11:59 PM of that week.

**2 - Weekly Quizzes (10 Points Each):** You will take a quiz every week to measure the knowledge of the week's required readings. The weekly quizzes will be available until Sunday 11:59 PM of that week.

**3 - Midterm Exam (100 Points):** There will be a midterm exam which will cover the assigned chapters and other relevant material covered in the course up to the date of the examination. The exam will have multiple-choice and/or true-false questions. The midterm exam is worth 100 points. No make-up test will be given, unless an uncontrollable emergency or illness arises (written proof required).

**4 - Final Paper (150 Points):** You will write a final paper on any of the subjects covered in this course. Each paper must have a "Title Page", "Table of Contents", "Abstract", "Body of the Paper", and "References". Only count the "Body of the paper" towards your minimum page limit.

The paper should;

- a) be 10+ pages (this is just the "Body of the Paper" excluding all other pages)
- b) be typed, double-spaced, 1 inch margins, 12-point Calibri font,
- c) include at least five scholarly citations (not website articles, wikipedia, news agencies, magazines, and etc.),

d) be written according to APA formatting and citation style.

A plagiarism detection software (SafeAssign) is used in this course. SafeAssign will detect and report all instances of plagiarism including where the student copied and pasted directly from a source. Students will receive a grade of “0” in these instances, and possibly fail the course. Your weekly reaction papers and final paper will be submitted through SafeAssign.

### **Technology Requirements**

Blackboard is a course management tool that is an integral part of this course. You are required to check Blackboard on a regular basis to keep abreast of course developments. Several Blackboard features are utilized throughout the course including email, course documents, discussion board, grade center, external links, and SafeAssign.

This course requires a significant amount of online activity. In order for students to participate and progress in this course the followings are required.

#### Minimum Computer Skills Requirement

Using Blackboard does not require any special skills. Blackboard is, however, an Internet tool so you must possess basic computer skills, specifically

- using e-mail (sending, opening, replying, and saving attachments)
- web browsing (navigating, searching, and downloading)
- word processing (MS Word or compatible)

For more information and instructions about using Blackboard, see the [Blackboard tutorials](#).

#### Hardware & Software Requirements

You must have regular and reliable access to a computer with access to the Web. The computer must be robust enough to run one of the recent web browsers and download files in a reasonable amount of time. You will need to be able to reach the World Wide Web, either through a network at your place of business or through a connection from home, using an Internet Service Provider (ISP).

### **Academic Integrity**

Sul Ross State University students are responsible for reading, understanding, and abiding by the “Sul Ross Student Code of Conduct, Responsibilities, Procedures, and Rights”.

SRSU and the instructor of this course both place a high priority on the academic integrity of their student scholars. As a result, all institutional guidelines and instructional policies concerning academic integrity will be strictly and uniformly enforced with all students regardless of context.

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to:

- turning in work as original that was used in whole or part for another course and/or professor;
- turning in another person’s work as one’s own;
- copying from professional works or internet sites without proper citation;
- collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Students should also avoid using open AI sources unless permission is expressly given for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

### **APA Style**

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This course will use the American Psychological Association (APA) Seventh Edition formatting and style guide for all written assignments. If you have any questions or concerns regarding the use of APA, a useful resource is provided below. Please note that all external sources must be appropriately cited. A failure to do so constitutes plagiarism and is a violation of the course academic honesty standards.

Beside numerous online sources you can visit the following link for help with APA

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html).

### **Student Support Services**

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Sul Ross State University has established a variety of programs to help students meet the challenges of college life. Support to students includes advising, counseling, mentoring, tutoring, supplemental instruction, and writing assistance. For a complete list of academic support services, visit the Student Support Services at <https://www.sulross.edu/section/311/student-support-services>. For more information, students are encouraged to contact SSS at (432) 837-9118 or visit Ferguson Hall Room 105.

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting [Timelycare/SRSU](https://www.timelycare.com/sulross). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

### **Distance Education Statement**

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Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

### **Online Support Desk**

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The Support Desk is where you can direct your more technical questions. For example, if you are having issues submitting a document, getting videos to play, or you are dealing with a technical error in the course. The support desk is open 24 hours a day/7 day a week for your convenience. You can reach the support desk:

- By calling 888 - 837 6055
- Via email [blackboardsupport@sulross.edu](mailto:blackboardsupport@sulross.edu)
- Using resources from the Technology Support tab within Blackboard
- Clicking the Support Desk graphic on the course homepage

### **Students with Special Needs - Americans with Disabilities Act as Amended (ADAAA)**

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director at 432-837-8203 or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu). Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

### **Late Assignment Submission Policy**

Students are supposed to finish their coursework on time and assignments must be submitted before the deadlines. In principle, I do not accept late work and do not believe in allowing students to turn in work after the due date. My position is that everyone knows the rules of engagement at the beginning of the term and that it is the student's responsibility to ensure that they plan accordingly to submit their assignments and take their exams in a timely manner.

If an assignment/exam is missed or late the students are expected to show an appropriate cause for this issue. Late assignments will not be accepted unless there is an excuse that is recognized by the university. Students are encouraged to frequently review the syllabus and remain aware of the deadlines for all assignments and exams.

### **Departmental Bachelor's Degree Program Marketable Skills**

The Texas Higher Education Coordinating Board (THECB) sets statewide goals through the 60x30TX initiative. The THECB plan includes four major goals in 60x30TX: Educated Population, Completion, Marketable skills, and Student debt. The [60x30TX](#) plan was designed to tie together all four student-centered goals. 60x30, which measures the educated population in Texas, is the overarching goal at the center of the plan and calls for 60 percent of 25- to 34-year-olds in Texas to hold a credential or degree by 2030. The 60x30 goal is supported by the other three goals (completion, marketable skills, student debt) that will get Texas to 60 percent by 2030.

By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills. Students who can effectively market their skills to potential employers can secure employment that pays competitively. Marketable skills include interpersonal, cognitive, and applied skill areas, are valued by employers, and are primary or complementary to a major. Marketable skills are acquired by students through education, including curricular, co-curricular, and extracurricular activities. Marketable skills are often called "employability skills" in other countries, or "transferable skills" here in the states. They include both technical and soft skills.

The marketable skills of Homeland Security and Criminal Justice BS Programs are listed as follows:

1. Students Develop Verbal and Written Communication Skills.
2. Students Access Resources with Crime Data and Work with Numbers and Demonstrate Quantitative Skills.
3. Students Use Critical Thinking and Observation.
4. Students Use Teamwork and Work Collaboratively.
5. Students Develop Multicultural Understanding.
6. Students Analyze the Factors Contributing to Crime.
7. Students Know Legal Codes & Procedures and Safety.

#### Other Course Expectations

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- Remember that this is an upper-level course, therefore, upper-level work is expected which includes proper APA format, proper grammar, sentence structure, and organizational structure.
  - Review the syllabus so that you may be aware of assignments and papers; email me for any clarifications.
  - Review the feedback provided for all assignments for ways to improve work (I always provide feedback for assignments).
  - Review any announcements for significant information.

#### Grading

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|--------------------|-----------------------------|
| 11 Reaction Papers | 110 points (10 points each) |
| 11 Weekly Quizzes  | 110 points (10 points each) |
| 1 Midterm Exam     | 100 points                  |
| 1 Final Paper      | 150 points                  |
| <b>Total</b>       | <b>470 points</b>           |

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#### Final Grading Scale

**A 470 - 423**

**B 422 - 376**

**C 375 - 329**

**D 328 - 282**

**F 281 & below**

#### End of Course Evaluations

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Student evaluations of faculty are administered online at the end of each term/session for all courses with five or more students. Students will receive an email containing a link to a survey for each course in which they are enrolled. All responses are anonymous.

**Weekly Tentative Course Schedule**

| <b>Week</b> | <b>Dates</b>                                                       | <b>Topics</b>                                                                            | <b>Assignments</b>                                                            |
|-------------|--------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| 1           | August 24 - August 30                                              | Course Introduction & Syllabus                                                           | Watch " <a href="#">From Fear to Freedom: Ending Violence Against Women</a> " |
| 2           | August 31 - September 6                                            | Global Violence Against Women                                                            | Gosselin: Chapter 1<br>Quiz # 1 and Reaction paper # 1                        |
| 3           | September 7-13                                                     | History of Violence in the Family                                                        | Gosselin: Chapter 2<br>Quiz # 2 and Reaction paper # 2                        |
| 4           | September 14-20                                                    | Focus on Research                                                                        | Gosselin: Chapter 3<br>Quiz # 3 and Reaction paper # 3                        |
| 5           | September 21-27                                                    | Introduction to Child Abuse & Neglect                                                    | Gosselin: Chapter 4<br>Quiz # 4 and Reaction paper # 4                        |
| 6           | September 28 - October 4                                           | Investigating Child Abuse                                                                | Gosselin: Chapter 5<br>Quiz # 5 and Reaction paper # 5                        |
| 7           | October 5 - 11                                                     | Adolescent and Young Adult Victimization                                                 | Gosselin: Chapter 6<br>Quiz # 6 and Reaction paper # 6                        |
| 8           | October 12 - 18                                                    | Adolescent Perpetrators                                                                  | Gosselin: Chapter 7<br>Quiz # 7 and Reaction paper # 7                        |
| 9           | October 19 - 25                                                    | Intimate Partner Violence<br>***Midterm Exam***                                          | Gosselin: Chapter 8 (Not included in the Midterm Exam)                        |
| 10          | October 26 - November 1                                            | LGBTI Partner Abuse                                                                      | Gosselin: Chapter 9<br>Quiz # 8 and Reaction paper # 8                        |
| 11          | November 2 - 8                                                     | Abuse in Later Life                                                                      | Gosselin: Chapter 10<br>Quiz # 9 and Reaction paper # 9                       |
| 12          | November 9 - 15                                                    | Adult Perpetrators                                                                       | Gosselin: Chapter 11<br>Quiz # 10 and Reaction paper # 10                     |
| 13          | November 16-22                                                     | The Police Response to Intimate Partner Violence                                         | Gosselin: Chapter 12<br>Quiz # 11 and Reaction paper # 11                     |
| 14          | November 23-29                                                     | Stalking and Homicide<br>Thanksgiving Day Holiday (November 25 - 27)                     | Gosselin: Chapter 13                                                          |
| 15          | November 30 - December 2<br>December 2<br>December 3<br>December 4 | The Court Response to IPV<br><br>Last class day before finals<br>Dead Day<br>Final Exams | Gosselin: Chapter 14                                                          |
| 16          | December 7 - 9                                                     | Final Exams                                                                              | Final Paper due, Monday, 12/7.                                                |

*Syllabus is subject to updates and changes by announcement, always look to the course announcements and reminders for updates. The faculty member reserves the right to amend this syllabus as needed.*