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Classroom: C-110

CRJ 483: Family Violence (Spring Semester 2008):

I. Course Description: This course will introduce students to topics in family violence.

II. Objectives: Students will gain an appreciation for the difficulties associated with leaving a violent marriage and the special needs of vulnerable populations (ex. children, the elderly, immigrants, and victims with disabilities).

III. Required Readings: Wallace, Harvey (2007). Family Violence: Legal, Medical, and Social Perspectives, 5th edition. Boston: Allyn & Bacon, Inc.

*Additional Weekly Readings: on reserve.

*Reserve items are available on-line through the library's electronic reserves. Go to: the library home page and click on "course reserves," then "electronic reserves," and then "electronic reserves and reserves pages." After that, you'll do a search by the instructor's name (Latz). You'll be asked to enter a password. The password is: domestic.

(Note: Various *recommended readings* are listed *in addition to* the **required** readings in the online archive. **CONSULT YOUR SYLLABUS FOR THE REQUIRED READINGS. THE REMAINING ARTICLES ARE OPTIONAL.**)

IV. Statement of Teaching Philosophy:

Of the various lessons I choose to impart in the course of any semester, principal among them are: 1.) tolerance and respect for opposing viewpoints; 2.) writing as a means of expression; and 3.) an appreciation for the American criminal justice system and its processes.

As an educator, I aspire to promote a learning environment in which my students may express their convictions freely. By emphasizing the fact that we are all students of the world who can learn from one another, I encourage them to engage with their fellow classmates, and to open their minds to new ideas. Facilitating lively classroom discussions, I introduce students to multiple sides of an argument. Provided the opportunity to question their own beliefs, they may come to understand *why* they believe what they do--and thus develop skills to form stronger written and verbal arguments.

At the college level, students are expected to express themselves in a clear and intelligent fashion. Yet, while many exhibit sufficient verbal skills, some have difficulty expressing themselves proficiently in writing. It has been my experience that practical, written exercises not only measure students' comprehension of course material, but also provide them an opportunity to improve their writing skills. Through regular feedback, extra credit incentives, and, where necessary, individual tutoring, they may exponentially improve problem areas by the semester's end.

Recognizing that students are unique individuals, who learn in a variety of different ways, I employ a multi-faceted teaching strategy to most effectively meet the needs of my class. An advocate of cooperative learning, I frequently supplement lectures, homework assignments, and required readings with small group activities and discussions. Relating abstract, theoretical principles to real world events, I facilitate a "hands on" approach to studying the crime control and due process ideologies which have governed American jurisprudence throughout history. By exploring the nexus between the past and the present, students may develop a greater appreciation for contemporary criminal justice trends.

Fundamentally, my teaching philosophy is predicated on educating my students and preparing them for life outside of the classroom. Learning to embrace diversity, to express themselves intelligently, and to appreciate the legal institutions and processes which govern their everyday existence -- these are tools that they may take with them, and apply long after the semester has gone.

V. Grading Policy, Scale and Requirements:

Students will be evaluated according to the following criteria:

A.) Mandatory Attendance and Active Participation/Class Discussions: Students must attend each class, complete reading assignments on time, and contribute positively to classroom discussions. **Students will be granted two "free" absences. Subsequent missed classes will result in a lower grade.**

B.) (2) Quizzes: Two quizzes will be administered to assess students' understanding of the subject matter. The quizzes will include both multiple-choice and true-false questions. **Late quizzes will not be administered without prior consent of the instructor.**

C.) Midterm Examination: A midterm examination will be used to measure students' comprehension of course material. The test will include both multiple choice and true-false questions. **Late examinations will not be administered without prior consent of the instructor.**

D.) Final Examination: A final examination will be administered to assess students' mastery of the subject matter. The test will include both multiple-choice and true-false questions. **Late examinations will not be administered under any circumstances.**

<u>*Course Requirements:</u>	<u>*Maximum Point Values:</u>
(2) Quizzes	40 (20 points each)
Midterm	25
Participation/Reading Discussions	10
<u>Final Exam</u>	<u>25</u>
Total	100

***Grading Scale:**

A=100-90
 B=89-80
 C=79-70
 D=69-60
 F=59 and below

VI. Course Calendar:

Week 1: Course Introduction & the Discovery of “Wife Beating”:

***Readings:**

- 1.) Chapter 9 (Wallace)
- 2.) “Rights and Wrongs” by Ann Jones (On Reserve)

1/16: Course Introduction (Handout: Syllabus)

1/18: Intro. to Domestic Violence
 History and Discovery of the Problem
 (Film Clips: *The Speeches of Malcolm X, If These Walls Could Talk*)

Week 2: Intro. to Domestic Violence: Wife Beating (Cont.):

***Readings:**

- 1.) Chapter 1 (Wallace)
- 2.) “Why Doesn’t She Leave?” by Ann Jones (On Reserve)
- 3.) “Police Responses to Battered Women: Past, Present, and Future” by Albert R. Roberts and Karel Kurst-Swanger (On Reserve)

1/21: **No Class. Martin Luther King Day.**

1/23: Film: *The Burning Bed*

1/25: Definitions, Patterns, and Scope
 (Film Clip: *Prisoners in the Home*)

Week 3: Wife Beating (Cont.) and Stalking:

***Readings:**

- 1.) Ch. 10 (Wallace)
- 2.) "A Typology of Interpersonal Stalking" by James A. Wright, et. al. (On Reserve)
- 3.) "The Clinical Risk Management of Stalking: Someone is Watching Over Me" by J. Reid Meloy (On Reserve)

1/28: Why Doesn't She Leave?
Resources for Battered Women
HUD and Transitional Housing Programs
Status Entrapment: Offending and Barriers to Services
(Activity: Escape Plan Exercise)

1/30: Legal Considerations for Battered Women
Stalking
(Film Clips: *Legal Considerations*, *Small Town Justice*)

2/1: Stalking (Cont.)

Week 4: Wife Beating (Cont.), Homicide, and Shelter Programs:

***Readings:**

- 1.) "Six Paths to Crime" (first half) by Beth Richie (On Reserve)
- 2.) "For Batter or For Worse" by Neil Websdale (On Reserve)

2/4: Homicide
Lethality Assessment
DV Safety Planning
(Film Clips: *Oprah*, *Connie Chaney*)

2/6: Shelter Programs
History, Development, and Scope
(Excerpt: *Scream Quietly or the Neighbors Will Hear*)
Rules and Regulations
(Class Activity: Develop a Model Shelter Program)
(Class Activity: Crisis Intervention/Responding to Difficult Situations)

2/8: Quiz #1 Review

Week 5: Wife Beating and Shelters (Cont.):

***Readings:**

- 1.) "What is Wife Rape?" by Diana E.H. Russell
- 2.) Ch. 14 (Wallace)

2/11: **Quiz #1**

2/13: Film: *Domestic Violence* (Part 1)

2/15: Film: *Domestic Violence* (Part 2)

Week 6: Sexual Violence by Intimate Abusers and the Psychological Impact of DV on Victims:

***Readings:**

- 1.) "A Continuum of Sexual Relations" by Diana E.H. Russell
- 2.) "Date Rape" by Eugene J. Kanin

2/18: Film: *Domestic Violence* (Part 3)

2/20: History and Discovery of Wife Rape
Offender Typology
Case Studies
Date Rape and Gang Rape
Safety Planning/Tips to Help Avoid Sexual Assault
Offender Lures

2/22: Psychological Effects of Domestic Violence
Stages of Grief
Drug Abuse and Mental Illness
Therapeutic Approaches (Support Groups, Poetry/Journaling, Art and Music Therapy)

Week 7: Suicide, Women who Kill, and Special Populations:

***Readings:**

- 1.) Ch. 16 (Wallace)
- 2.) "The Rules of Engagement: Domestic Violence in the Military" by Karen Houppert (On Reserve)

2/25: Suicide
(Activity: Hotline Call)

2/27: Women who Kill
(Film Clips: *The Framingham Eight*, *Defending Our Lives*)

2/29: Special Populations: Immigrants, Native American Women, Rural Victims, and Partners of Police and Military Personnel

Week 8: Midterm Review and Exam:

3/3: **Midterm Review**

3/5: **Midterm Review (Cont.)**

3/7: **Midterm Exam**

Week 9: Spring Break! No Class.

Week 10: Special Populations (Cont.), Theoretical Explanations, and Intergenerational Effects:

***Readings:**

- 1.) "Interventions for Batterers: Program Approaches, Program Tensions" by Bea Hanson (On Reserve)
- 2.) "Shame: The Father's Contribution" by Donald D. Dutton (On Reserve)
- 3.) Ch. 12 (Wallace)

3/17: Special Populations: Same-Sex Abusers and Male Victims/Female Offenders

3/19: Theoretical Explanations for Wife Beating
Batterer Traits and Typologies
Offender Treatment Programs
DSM-IV Classifications

3/21: Intergenerational Effects of Domestic Violence on Children
What the Research Says
Stages of Development
DSM-IV Classifications
Case Studies

Week 11: Child Abuse:

***Readings:**

- 1.) Ch. 2 (Wallace)
- 2.) Ch. 4 (Wallace)

3/24: Child Abuse
History, Discovery, and Scope
Definitional Issues
CPS Reporting
(Excerpt from *A Child Called It*)

3/26: Emotional Abuse and Neglect
(Film Clip: *What Happens When We Yell at Our Children*)

3/28: Physical Abuse
Definition and Scope
Effects
Warning Signs

Case Studies

Week 12: Child Abuse (Cont.):

***Readings:**

- 1) Ch. 7 (Wallace)
- 2.) "What About the Children?" by Susan Weitzman (On Reserve)

3/31: Child Murder
History and Scope
Case Studies
Warning Signs
Offender Typology

4/2: Quiz #2 Review

4/4: **Quiz #2**

Week 13 Child Abuse (Cont.):

***Readings:**

- 1.) Ch.5 (Wallace)
- 2.) Ch. 3 (Wallace)

4/7: Munchausen Syndrome by Proxy
Case Studies
(Film: Making Children Sick)
Spanking versus Abuse
Alternative Discipline: Strategies for Working with Troubled Children
(Activity: Spilled Milk)

4/9: Child Sexual Abuse
Definition and Scope
Case Studies
Effects
Warning Signs
(Film Clip: *Children and Foster Care*)

4/11: Pedophilia and Other Sexual Disorders
Child Molester Typology
Female Offenders
Principles of Play Therapy
The Difficulties of Prosecuting Sex Abuse Cases
(Film Clip: *Oprah*)

Week 14: Child Abuse (Cont.) and Abuse of Siblings and Pets:

***Readings:**

- 1.) Ch. 6 (Wallace)
- 2.) Ch. 8 (Wallace)

4/14: Male Victims of Sexual Abuse Ritualized Sexual Abuse and Child Exploitation

4/16: Adults Molested as Children
False Memory Syndrome
(Film: *Adults Molested as Children*)

4/18: Abuse of Siblings and Pets
Early Warning Signs

Week 15: Vulnerable Populations:

***Readings:**

- 1.) Ch. 11 and 13 (Wallace)
- 2.) “Mainstreaming Immobility” by R. Amy Elman

4/21: Adult Protective Services
Vulnerable Populations: Abuse of the Elderly

4/23: Vulnerable Populations (Cont.)
Abuse of Persons with Disabilities

4/25: Abuse of Persons with Disabilities (Cont.)
Accommodating Clients with Special Needs

Week 16: Victims’ Rights:

***Readings:**

- 1.) Ch. 17 (Wallace)
- 2.) “Victimization of Female Children” by Kathleen A. Kendall-Tackett

4/28: Victims’ Rights
Crime Victims’ Compensation, Etc.
(Activity: CVC application)

4/30: Human Rights
International Issues
Honor Killings
Acid Attacks
Genital Mutilation

5/2: TBA

Week 17: Course Summary & Review

***Readings:**

1.) “Violence Against Women as a Human Rights Violation” by Johanna Bond and Robin Phillips (On Reserve)

5/5: Summary & Conclusion
Final Exam Review

5/7: **Final Exam Review (Cont.)**

5/9: No Class. University Study Day.

Week 18: Final Exam Week

5/12: Final Examination (8-10 am)

Refer to the following websites for information concerning academic dishonesty, services for disabled students, and religious holy days:

***Academic Dishonesty:**

<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

***Disabled Student Policy:**

<http://www.shsu.edu/schedule/>

***Services for Disabled Students:**

<http://www.shsu.edu~counsel/sswd.html>

***Student Absences on Religious Holy Day Policy**

<http://www.shsu.edu/catalog/scholasticrequirements.html#holyday>