 Department of Criminal Justice

**College of Health and Public Affairs**

**University of Central Florida**

**CCJ 4681**

**Domestic Violence and the Justice System**

**Fall 2016**

**Instructor Information:**

Kimberly Kampe, MA, MS

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Office: N/A

Office Hours: By appointment

**Class Information:**

Section: 0001

Meeting Times: M/W 9:00-10:15 a.m.

Location: HEC 119

Credit Hours: 3

Prerequisites: CCJ 3024 *or* Declared Victim Advocacy Certificate and Junior standing

**University Course Catalog Description:**

Study of the nature and causes of forms of domestic violence, pertaining to laws, prevention strategies, and justice system response.

**Course Text:**

Payne, B.K., & Gainey, R.R. (2009). *Family violence and criminal justice: A life-course approach* (3rd ed.)*.* New Providence, NJ: Matthew Bender & Company, Inc. ISBN#: 978-1-4224-6138-9.

**Course Objectives:**

By the completion of this course, students should be able to:

\*Define the terms “family” and “violence.”

\*Describe the life-course approach to understanding family violence.

\*Recognize research methods for studying family violence that recognize the importance of life stages, trajectories, and transitions.

\*Understand different theories of family violence.

\*Identify various forms of violence (physical, psychological, sexual).

\*Understand the nature and prevalence of child abuse, partner violence, and elder abuse.

\*Understand how the criminal justice system and other agencies (police, courts, social service agencies from the family justice system) respond to family violence.

\*Discuss treatment alternatives for offenders and victims of family violence and appropriate punishments for offenders.

\*Discuss the collaborative response to family violence

**Grading Policy and Scale:**

Students’ grades will be based on several elements, including exams, assignments, presentations, an analysis paper, and attendance/participation. The following scale will be used to assign final course grades (grades will not be rounded up):

A 90% and above

B 80-89.999%

C 70-79.999%

D 60-69.999%

F below 60%

**Grade Distribution (Basis for Final Grade):**

*Assessment: Percentage*

Discussions

-Four (6%) 24%

2 Exams 30%

-Midterm (15%)

-Final (15%)

Group Projects 40%

-Chapter Discussion (15%)

-Media Project (25%)

Participation/Attendance 6%

-Participation (2%)

-Attendance (4%)

Total 100%

**Grade Dissemination:**

Exams

There will be two exams given throughout the course of the semester including a midterm and the final exam. These exams will be based on class lectures, assigned course readings, handouts, class assignments, class discussions, guest speakers, and other required course material. It is the responsibility of the student to be prepared for all exams at the assigned time as all exams must be taken on or before the assigned test date. No makeup exams will be given without the prior, explicit approval of the instructor or a documented emergency (missing the final class prior to an exam is not a legitimate excuse for missing the exam). The final exam must be taken on the date and at the time published for final exams. Should a student miss an exam, it is the responsibility of the student to make arrangements with the instructor to make up that exam. Students are expected to arrive on time to all classes, but especially to classes in which an exam is to be given. A student who is late to an exam may be refused the opportunity to take the test at the discretion of the instructor.

Discussions

Each student will be required to participate in class discussions. The learning environment is more productive when students actively participate and contribute to the topics presented in the classroom environment. Four sets of discussion questions will be completed by each student during the course of the semester to facilitate this discussion. These will be due in conjunction with Chapters 3, 10, and 11 as well as with the in-class activity “A Walk in Her Shoes.” At the end of each chapter, students will find discussion questions. For the chapters listed above, students are required to choose five discussion questions from the end of the chapter to answer (there should be an indication as to which questions are being answered if the chapter contains more than five questions). Questions will be given to students to answer regarding the in-class activity. These discussion assignments are to be typed (according to the course writing expectations) and are to be submitted at the beginning of class on the date that they are due.

Group Projects

Students will also be required to participate in two group assignments and presentations during the course of the semester. These projects are considered as whole projects that will be divided into individual sections at the discretion of the group and its members. For the first group project, students will choose a chapter that speaks to a part of the life course (Chapter 4,5, or 6) or a chapter that speaks to part of the criminal justice system’s response to crime (Chapter 7,8, or 9). Students will then choose a case that incorporates the information from their chosen chapter and will prepare a class discussion based on that case. Groups should present the pertinent information contained in their case, relate to the class how the information contained in the appropriate chapter pertains to their case, and posit questions to the class to facilitate a brief discussion of their case. These discussions should be 15-20 minutes in length. Students are required to submit a copy of their case study as well as a 3-5 page paper presenting their findings and the questions posited to the class to facilitate discussion. For the second group project, students are required to choose a media sample (a movie, an episode of a crime series, an article in the newspaper, etc.) that pertains to domestic violence and the criminal justice system. Consider what types of messages you received from the media (such as, who were the criminals, how are crimes committed, what are the victims like, etc.). What are the benefits of this form of media (i.e. raising awareness of domestic violence)? What are the drawbacks (i.e. perpetuating domestic violence myths)? Do you believe that the benefits outweigh the drawbacks? Why or why not? Make all of your considerations with what you have learned throughout the course of the semester in mind. Provide an overall assessment of your findings that is 5-7 pages in length and present your findings to the class in a 10-15 minute presentation.

Participation and Attendance

Each student is required to attend class and to be punctual as these are both vital elements in student success. Attendance will be taken each class meeting, and it is the responsibility of the student to sign in at each class period. Failure to attend class regularly will be reflected in final grades. Tardiness for class will also be used in the determination of this score. Students who miss more than three classes may lose a letter grade. It will be expected that students will show respect for their instructor and fellow classmates by being on time for class. Students are expected to let the instructor know immediately if they have missed or will miss a class due to a documented emergency, the observance of a holy day of their religious faith, or other qualified cause so that it will not negatively impact their final grade. If students miss a class, it is their responsibility to borrow the notes of another student who was in attendance in order to maintain continuity when reviewing material for exams. Students may have a difficult time understanding the material and course requirements if they fail to attend class, and failure to attend class results in the inability to participate in class discussions. Students are expected to participate in class discussions and to do so in an appropriate and considerate manner. In addition, all instructors/faculty are required to document students’ academic activity at the beginning of each course. In order to document that you began this course, please complete the participation activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid and a zero on the assignment.

**Course Expectations/Policies:**

Preparation

\*Students should read the required material as many times as necessary for them to understand the readings.

\*Students should be resourceful and consult reference material when necessary.

\*Students should think about the material before participating in discussion in order to participate in a meaningful way.

\*Students should not expect to be relieved of a course assignment or deadline because another, non-emergency commitment (friends, family, or work) prevents you from completing the assignment.

Professionalism

\*Per university policy and classroom etiquette, electronic devices must be silenced during all classroom lectures. Those not heeding this rule will be asked to leave the classroom immediately so as to not disrupt the learning environment.

\*Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned, may suffer a reduction in their final class grade.

\*Students are expected to be respectful of any guest speakers who may share their experiences and opinions with the class even though they may not agree with them.

\*This course will cover some extremely sensitive material. Students should act with decorum and civility even when in serious disagreement with another student. Students should be respectful of the fact that other students may have had personal experiences with some of the issues that will be discussed in class and should be sensitive to all classmates.

\* Title IX makes it clear that violence and harassment based on sex that interferes with educational opportunities is unlawful. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options, at shield.ucf.edu. Perpetrators are subject to expulsion or termination and may also be subject to criminal penalties.

Student Academic Behavior and Academic Honesty

\*According to the University of Central Florida’s “Golden Rule” CHEATING is: non-permissible written, visual or oral assistance (including that obtained from another student) utilized on examinations, course assignments or projects; plagiarism whereby another's work is deliberately used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own; failing to properly credit ideas or materials taken from another. This includes “cut and paste” submissions from web sites. A student who has assisted another in any of the aforementioned breach of standards shall be considered equally culpable. Students found guilty of violating this section of the “Golden Rule” face disciplinary probation, suspension, or expulsion. The instructor also reserves the right to issue a grade of “F” for students found to be in violation of the UCF Golden Rule regarding cheating. For further information regarding the “Golden Rule” and student cheating, plagiarism, and grade appeals, students should consult http://www.goldenrule.sdes.ucf.edu/.

\*The course instructor assumes that students will adhere to the academic creed of this University and will maintain the highest standards of academic integrity; however, all student submissions are subject to electronic review by “Turnitin.com” an automated system which instructors can use to compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission.

\*The professor also pledges to adhere to the highest standards of academic integrity, so students should not ask to have their grade changed (or expect their grade to be changed) illegitimately, or expect that the rules can be bent or broken.

Classroom Devices (Phones, Computers, Recorders, and Other Electronic Devices)

\*Students are expected to turn off all cell phones and other electronic devices that may interfere with the classroom.

\*Students must obtain permission, in writing, from the instructor in advance if they wish to audio- or video-record any class meetings.

\*Students may use laptop computers to take notes. However, it is expected that students will not engage in other laptop activities including, but not limited to, Internet connections, emailing, social media, etc. Students who engage in these activities will be asked to leave the classroom and will not be permitted to use computers in future classes.

Email

\*Email, either through Webcourses or via the email address listed on the first page of this syllabus, is the best way to communicate with your instructor. It is the student’s responsibility to email the instructor with any questions and/or concerns that they might have throughout the semester.

\*Students should have realistic expectations regarding the answering of their emails. The instructor will strive to answer all emails within 24 hours. However, as this is not always possible (especially on weekends), it is the student’s responsibility to email the instructor in a timely fashion with any questions and/or issues that they may have to ensure that their concerns are able to be handled appropriately.

\*Emails should be professional, respectful, and follow proper netiquette.

\*In the subject line of each email, the student should note the class to which they belong (“CCJ 4681” or “Domestic Violence” for example).

\*Email may also be used for the electronic submission of assignments if the student is having difficulty attaching their file in Webcourses.

Exams, Assignments, and Grades

\*Students should seek the help of the instructor if they do not understand the material.

\*Students should accept responsibility for their performance without blaming the instructor or others when they do not perform well.

\*Students should accept their limitations. Sometimes it is not possible to manage family, school, work, and friends without sacrifices. Students should prioritize their obligations and accept the consequences of their decisions.

\*Students should not cheat in any form (see below). All assignments, papers, and exams are expected to be the original work of the student.

\*Students should not assist other students in cheating (see below).

\*Students should study for exams all semester rather than cramming at the last minute.

\*Students are expected to satisfy all course requirements.

Writing Expectations

**\***All submissions of course requirements should be submitted in a font and style that is easy to read and neat. All submissions should also be in 12 point font, double-spaced, with 1” margins. Students should adhere to a consistent format. Assignment and paper submissions should follow the citation and reference style guide of the American Psychological Association (APA).

**\***Since this course requires writing assignments, students are expected to know how to use the library's resources. If students are not familiar with using the library, they should ask for assistance from the library's personnel, take workshops provided by the library, or visit the library's website (http://library.ucf.edu/).

**\***The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with students on anything they are writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, students should visit the UWC website (http://www.uwc.ucf.edu).

Assignment Submissions

\*Students will be required to submit assignments both in hard copy form as well as electronically. Hard copies must be submitted no later than the beginning of class on the due date specified in the schedule. In addition, students will be required to submit an electronic copy of their assignment through Webcourses no later than the start time of class on the date that the assignment is due.

Group Work

\*Students will also be required to participate in a group assignment and discussion/presentation on one of a number of assignment topics on family violence that will be covered throughout the course of the semester. These topics will cover family violence throughout the life cycle or the criminal justice system’s role in dealing with the issue of family violence (only one topic will be chosen by each group).

\*Students will form small groups (3-4 students) and will work together to complete the requirements of two assignments. They will then prepare a group-led discussion for the first assignment and a presentation for the second assignment to be given to the class on their group’s designated dates.

\*Once formed, groups cannot be altered or switched, except for extenuating circumstances (i.e. extended hospitalization) at the discretion of the instructor.

\*All students will complete a group evaluation of their fellow group members and their contributions made to the group’s final product. These evaluations will be considered in the grading of each group member’s group assignments and presentations. All members of a group will receive the same score; that is, the project is assessed and everyone receives this score. However, that number is only 90% of your grade for this project. The final 10% is individual, and refers to your teamwork. Every person in the group will provide the instructor with a suggested grade for every other member of the group, and the instructor will assign a grade that is informed by those suggestions.

\*No makeup discussions or presentations will be allowed. Students with a documented emergency will be required to complete a makeup assignment in place of their discussion or presentation.

Group Submissions

\*Each individual group member:

1. Email (electronic) submission of YOUR part of the project (whether that is your part of the paper, your part of the PowerPoint, or both).

2. Bring a hard copy of YOUR part of the project to class on the day that your group presents.

3. Go to WebCourses, go into the “Grading Rubrics” folder, print a copy of the group evaluation. Fill out the evaluation (including all members of the group). Staple the evaluation to your part of the project and bring all parts to class on the day that your group presents.

\*Each group:

1. ONE person from each group should submit the final copy of the group’s paper electronically to WebCourses (DO NOT submit individual parts of the project to the assignments link in WebCourses, your group as a whole will only be able to submit once).

2. One person from the group should print out and bring to class, on their group’s presentation day, a hard copy of the group’s final paper.

3. One person from the group should bring a hard copy of their group’s PowerPoint presentation to class on the day that their group presents. You may print up to six slides per page when submitting your group’s hard copy of the slides.

Late Work

\*Students are expected to submit all course assignments by the posted due date and to complete the course according to the schedule found within this syllabus. If students have an emergency that will prohibit them from completing an assignment on time, they should contact the instructor immediately (as soon as they possibly can) by sending an e-mail or speaking to the instructor personally.

Revisions

\*Opportunities for revisions of assignments for grade improvement may be offered only at the discretion of the instructor.

Extra Credit

\*Extra credit opportunities may be offered throughout the course at the discretion of the instructor.

Incomplete Grades

\* The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

Grade Commentary

\*Grading rubrics will be used by the instructor to ensure that students’ grades are fair and based on the same criteria. Students will receive their grading rubric for each assignment when that assignment is returned. These rubrics will contain a written explanation as to how points were earned or lost on the assignment based on the student’s work. If students have any questions or concerns regarding their feedback, it is their responsibility to contact the instructor.

\*Grading rubrics are posted on Webcourses in order for students to know in advance exactly what they will be graded on for each assignment. Students should use these as a tool for completing their assignments to ensure that they are completed according to the requirements.

Disability Accommodations

\*The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. Students who need accommodations must be registered with Student Disability Services (SDS), Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor. Students who are registered with SDS and need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations.

**Webcourses:**

This course will utilize Webcourses for the posting of various types of course material. The syllabus, schedule, and announcements made throughout the semester will all be found through the Canvas system. In addition, PowerPoints that will be presented in class as well as study guides for each of the exams and any other course material that you will need to access may also be found through Canvas. Finally, your grades will be posted through this online component of the course as well. You may login to the Canvas system by visiting <https://my.ucf.edu>, accessing the “UCF SIGN IN” tab, selecting Webcourses, and entering your PID user name and password. Webcourses may also be accessed by visiting <http://webcourses2c.instructure.com/> where you will enter your PID user name and password. If assistance with Webcourses is needed, you may call (407) 823-0407 where live support will be provided Monday – Friday; 8:30am – 4:30pm. Evening and weekend email support is also provided by sending an email message to [onlinesupport@ucf.edu](mailto:onlinesupport@ucf.edu). You may also visit the website <http://onlinesupport.cdl.ucf.edu> for support.

**Notice:**

Many factors may influence the development of a class. The instructor reserves the right to alter from this syllabus and course schedule as necessary to assure the attainment of the course objectives. All changes will be announced in class and/or on Webcourses; these announcements will serve as proper notice of changes. Students are responsible for knowing about these changes, even if they missed the announcement.

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| Week 1 | **Monday August 22**  Introduction to the Course/Syllabus | **Wednesday August 24**  Chapter 1: Family Violence and the Life-Course Perspective  *Group Sign-Ups* |
| Week 2 | **Monday August 29**  Chapter 2: Research Methodology and the Study of Family Violence and the Life Course | **Wednesday August 31**  Chapter 3: Explaining Family Violence |
| Week 3 | **Monday September 5**  *Labor Day—No Class* | **Wednesday September 7**  Chapter 4: Violence at the Beginning of the Life Course: Child Abuse and Neglect *Set one of discussion questions due* |
| Week 4 | **Monday September 12**  *Child Abuse and Neglect Group Project Presentations due* | **Wednesday September 14**  Chapter 5: Violence in Early Adulthood and Beyond: Violence Between Intimate Partners |
| Week 5 | **Monday September 19**  *Violence in Early Adulthood and Beyond Group Project Presentations due* | **Wednesday September 21**  Victim Services Guest Speaker |
| Week 6 | **Monday September 26**  Chapter 6:Violence at the End of the Life Course: Elder Abuse and Neglect | **Wednesday September 28**  *Elder Abuse and Neglect Group Project Presentations due* |
| Week 7 | **Monday October 3**  *Midterm* | **Wednesday October 5**  Chapter 7: The Police and Social Service Response to Family Violence |
| Week 8 | **Monday October 10**  *The Police and Social Service Response to Family Violence Group Project Presentations due* | **Wednesday October 12**  Seminole County Sheriff’s Office Guest Speaker |
| Week 9 | **Monday October 17**  Chapter 8: The Courts and Family Violence: Issues and Innovations | **Wednesday October 19**  *The Courts and Family Violence Group Project Presentations due* |
| Week 10 | **Monday October 24**  Chapter 9: Corrections and Family Violence Issues: Treatment and Punishment Issues | **Wednesday October 26**  *Corrections and Family Violence Issues Group Project Presentations due* |
| Week 11 | **Monday October 31**  *Halloween—No Class* | **Wednesday November 2**  Chapter 10: Family Violence Over the Life Course and the Collaborative Response |
| Week 12 | **Monday November 7**  Mental Health Association of Central Florida Guest Speaker  *Set two of discussion questions due* | **Wednesday November 9**  Chapter 11: Family Violence: A Look Back, Recommendations, and a Look to the Future |
| Week 13 | **Monday November 14**  “A Walk in Her Shoes”  *Set three of discussion questions due* | **Wednesday November 16**  “A Walk in Her Shoes” Discussion |
| Week 14 | **Monday November 21**  *Media Group Project Presentations*  *Set four of discussion questions due* | **Wednesday November 23**  *Thanksgiving—No Class* |
| Week 15 | **Monday November 28**  *Media Group Project Presentations* | **Wednesday November 30**  *Media Group Project Presentations* |
| Week 16 | **Monday December 5**  *Study Day—No Class* | **Wednesday December 7 (7:00-9:50 a.m.)**  *Final Exam* |

**Other Important Academic Dates to Remember**

August 22 Classes Begin

August 25 Drop/Swap Deadline (11:59 p.m.)

September 5 Labor Day (no class)

October 31 Withdrawal Deadline (11:59 p.m.)

November 23 Thanksgiving (no class)

December 3 Classes End

December 5 Study Day (no classes)

December 6-12 Final Exam Period

December 7 Final Exam (7:00-9:50 a.m.)

December 17 Grades Posted (9:00 a.m.)