

CJ 440 Criminal Justice Response to Domestic Violence
Spring 2018, SEC 201 CRN 2691
Monday-Wednesday 2:00pm – 3:15pm, SH 418

Professor Information

Dr. Wendy Perkins
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Office Hours

Tuesday 9:00am to 9:30am; 12:30pm to 2:00pm; 3:15pm to 4:15pm
Thursday 9:00am to 9:30am; 12:30pm to 2:00pm; 3:15pm to 4:15pm
Other days and times available by appointment only

Course Description

This course focuses on the legal response to child abuse, domestic violence, and elder abuse. Examines dynamics of abusive relationships, the effects of victimization, and current research on these issues.

Required Text

Buzawa, E. S., Buzawa, C. G., & Stark, E. D. (2017). *Responding to domestic violence: The integration of criminal justice and human service* (5th Ed.). Thousand Oaks, CA: Sage Publications.

ISBN 9781483365305

University Policies

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to www.marshall.edu/academic-affairs/policies/. Academic Dishonesty/Excused Absence Policy for Undergraduates/Computing Services Acceptable Use/Inclement Weather/Dead Week/Students with Disabilities/Academic Forgiveness/Academic Probation and Suspension/Academic Rights and Responsibilities of Students/Affirmative Action/Sexual Harassment

Students with Special Needs

Policy for Students with Disabilities: Marshall University is committed to equal opportunity education for all students, including those with physical, learning and psychological disabilities. University policy states that it is the responsibility of students with disabilities to contact the Office of Disability Services (ODS) in Prichard Hall 117 (304.696.2467) to provide documentation of their disability. Following this, the ODS Coordinator will send a letter to each of the student's instructors outlining the academic accommodation he/she will need to ensure equality in classroom experiences, outside assignment, testing, and grading. The instructor and student will meet to discuss how the accommodation(s) requested will be provided. For more information, access the website for the Office of Disabled Student Services: <http://www.marshall.edu/disabled>

Attendance and Make-up Policy

- If you miss class for any reason, this is what you must do:

- a. **E-mail** me. Let me know that you are going to/already have missed class. You must do this **within 24 hours** of missing the class. If you have pre-planned travel for a university event, you may provide me with a schedule in lieu of an e-mail.
 - b. **Talk to your peer group** about what you missed in class. Obtain class notes from your group.
 - c. **Submit any work that was due on the day you were absent within 48 hours the class you missed** for the opportunity to earn full credit. If you are absent on a day when we have graded in-class work, the make-up assignment will be on Blackboard. Exceptions to the 48-hour rule will be made for extenuating circumstances (e.g. extended illness).
 - d. **If you submit work past due date without prior notification**, or you fail to follow the 48- hour rule for turning in work after an absence without extenuating circumstances, you will automatically lose 50% of the available points for the assignment.
 - e. **If you are absent on the day of an exam**, you must request alternative arrangements for exam completion.
- I track attendance for registrar reporting, but I do not award/deduct attendance points EXCEPT for the following:

I will deduct 20 points from your grade point total for missing class on the days we have guest speakers and/or student presentations. There will be 20 points deducted for each day missed. The penalty will not be applied if you have a university excused absence or an absence considered by me as being excused AND you have followed the notification procedure.
 - Anyone with an excused absence as defined by university policy will be permitted to make-up course work. The university absence policy can be found at the following link:
<http://www.marshall.edu/student-affairs/files/Revised-Undergraduate-Class-Attendance-Policy-for-fall-2015.pdf>

Academic Dishonesty

- 1) The university policy for academic dishonesty can be found at the link below
<http://www.marshall.edu/board/files/policies/MUBOG%20AA-12%20Academic%20Dishonesty.pdf>
- 2) If I suspect you have committed an act of academic dishonesty, I will request a meeting with you to discuss the assignment. If, after this meeting, I still suspect you committed an act of academic dishonesty, the following may occur:
 - a. If you commit academic dishonesty on an examination, you will fail the class.
 - b. If you commit academic dishonesty on any other type of assignment, you will receive a grade of "0" for that assignment.
 - c. A report will be filed with the Office of Academic Affairs.
- 3) Per university policy, you may appeal any charges of academic dishonesty.

Encouraged Classroom Behaviors

Criminal justice is a discipline with many controversial topics. You are going to have personal opinions about many of the topics we discuss. So will everyone else. Therefore, the **following behaviors are ENCOURAGED in my classroom.**

- 1) Be respectful of me, of your peers, of guests, and of yourself!
- 2) Talk, talk, talk! To understand any criminal justice issue, you must discuss it!
- 3) Challenge each other! Challenge me! I will challenge you! That is how we will all learn something.
- 4) Be open minded. Never be afraid to change your opinions after you learn new information or consider someone else's point of view.

- 5) Think critically. Connect the dots. Consider the research. Think about what it means to practice in the field of criminal justice. A personal opinion is not the same thing as an educated opinion or a professional opinion. And none of those are the same as the knowledge someone possesses based upon the research they, and others, have conducted.
- 6) Be brave. Being brave means speaking up even when you are afraid that someone will disagree with your personal or educated viewpoint. Being brave means being uncomfortable but still engaging in a challenging discussion. Sometimes being brave means admitting when you are wrong.

Prohibited Classroom Behaviors

Any behavior that is disrespectful, threatening, and/or disruptive to me or other students is prohibited. I reserve the right to remove you from the classroom should you engage in any of these behaviors. I also reserve the right to contact campus police.

Personal Technology in the Classroom

- 1) I do not mind if you use an electronic device to take notes, look at an electronic copy of the book, look at assignments, etc. However, if you are spending too much time typing or staring at the screen and not enough time making eye contact with me and engaging in classroom discussions, I will require you to put your device away.
- 2) If I suspect that any student is using technology to engage in academic dishonesty I will prohibit the entire class from using technology in the classroom.
- 3) Be respectful of me and your peers regarding social media. It is not amusing to post a picture or a video of someone without their knowledge. Doing so says far more about your character than it does about the character of the person who is your target.
- 4) I use Twitter (often) and Facebook (sometimes) to brag about you in a general manner. I do not discuss individual class performance. If you prefer to not be included in pictures and/or posts, please let me know.

Communication Is Important!

A lot of problems could be avoided if people simply communicated with each other. Make it a habit of checking your MU e-mail daily for news about the course and the occasional extra credit opportunity. I will make every effort to respond to your e-mails within 24 hours of receiving them, excluding weekends (Friday at 4pm to Monday at 9am). If you have not heard from me within 24 hours of sending me a message during the work week, feel free to give me a nudge. I am human (surprise!) and sometimes I do forget things. **Do not use social media to contact me about school-related issues. I will not respond.**

Course Learning Outcomes Matrix

Course Learning Outcomes	How Each Outcome is Practiced	How Each Outcome is Measured
Describe the types of domestic violence	Readings Group work	Homework Quizzes
Analyze the response of the criminal justice system to domestic violence	Class discussions Group work	Homework Quizzes
Explain the dynamics of abusive relationships between abusive partners	Readings Group work Class discussions	Brochure development Quizzes
Identify the unique needs of domestic violence victims and perpetrators	Readings Group work Class discussions	Brochure development Quizzes

Synthesize current research about domestic violence	Readings Group work Class discussions	Position paper
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Course Assessments

This section outlines the course assessments that will be used to determine your performance in this class. More specific information for each assessment will be provided at the appropriate times.

- 1) **You must turn in all assignments on time and earn at least 92% of the total course points to be considered for the grade of A in this course.** If you fail to turn in any assignments or take any exams or quizzes on time (excused absences excluded), the highest grade you are eligible to earn is a B, regardless of points earned on your completed work. Maximum effort, people! Maximum effort! ☺
- 2) Hard work is rewarded. If you pay attention to my feedback on your assignments and use this feedback in other assignments to improve your skills, your scores will reflect your effort.
- 3) This policy is not intended to discourage you – just the opposite – this policy is intended to encourage **EXCELLENCE IN LEARNING!** You are intelligent people and I have high expectations of you. I also have high expectations **FOR** you! You are on your way to becoming professionals in your chosen field – it is my job to make sure you are off to a great start by teaching you responsibility and professionalism!

Homework Assignments (3 x 100 points each, 300 points total)

These assignments are completed outside of class and are related to a unit topic. These assignments will be turned in during class. Bring two copies of each assignment.

Quizzes (3 x 50 points each, 150 points total)

Material from quizzes is pulled from textbook readings, journal article assignments, class lectures, and power points. These quizzes will be taken on Blackboard

Position Paper (1 x 100 points)

There will be one position paper for this class. This paper will be submitted on Blackboard.

Learning Reflection (1 x 50 points)

At the end of the semester you will write a reflection on what you have learned in class. This paper will be submitted on Blackboard.

Grading Scale

A = 92% to 100%	(552-600 points)
B = 91% to 80%	(480-551 points)
C = 79% to 70%	(420-519 points)
D = 69% to 60%	(360-419 points)
F = 59% and lower	(359 or fewer points)

Tentative Schedule

This reading schedule serves as a guide to assist you in organizing your work inside and outside of class. You are responsible for reading and understanding all assigned materials. My lectures will not cover each and every point in the readings; often my lectures include information that you will not find in the readings. Any material assigned is testable material, regardless of whether or not it is covered during class time. Please note that I reserve the right to amend this schedule based upon class needs.

	Topic	Read This	Additional Topics/Class Activities	Assignments Due
UNIT 1 - FOUNDATIONS				
Week 1 Jan 8, 10	Introduction Consequences of IPV	Syllabus Chapter 13, pages 344-355	Guest speaker (Wednesday)	
Week 2 Jan 15, 17 No Class Jan 15	A history lesson	Chapter 1, pages 1-11 Chapter 3, pages 59-65 Chapter 11, pages 279-286; 294-301		
Week 3 Jan 22, 24	Nature and Extent of IPV Dynamics of Abuse	Chapter 2 Provided by instructor		
Week 4 Jan 29, 31	Stalking and Sexual Assault	Provided by instructor		
Week 5 Feb 5, 7	Theories of IPV	Chapter 4		
Week 6 Feb 12, 14	Theories of IPV	Chapter 4		Homework #1 (Brochure) <ul style="list-style-type: none"> • Due Monday before class
UNIT 2 – CJ RESPONSE TO IPV				
Week 7 Feb 19, 21	CJ Response to IPV	Chapter 7 Chapter 8 Chapter 10 Chapter 12		Quiz #1 <ul style="list-style-type: none"> • Covers weeks 1-6 • Online, due Wednesday before class
Week 8 Feb 26, 28	CJ Response to IPV	Chapter 7 Chapter 8 Chapter 10 Chapter 12		
Week 9 Mar 5, 7	CJ Response to IPV	Chapter 7 Chapter 8 Chapter 10 Chapter 12		

Week 10 Mar 12, 14	Flex week			Position Paper <ul style="list-style-type: none"> • Online, due Monday before class Quiz #2 <ul style="list-style-type: none"> • Covers weeks 7-10 • Online, due Wednesday before class
Week 11 Mar 19, 21 SPRING BREAK				
UNIT 3 – SPECIAL TOPICS IN IPV				
Week 12 Mar 26, 28	IPV Lethality	Provided by instructor		
Week 13 Apr 2, 4	IPV Lethality	Provided by instructor		Homework #2 (lethality analysis) <ul style="list-style-type: none"> • Due Monday before class
Week 14 Apr 9, 11	Children and IPV	Provided by instructor		
Week 15 Apr 16, 18	Advocacy for IPV IPV and the Media		Guest speaker (tentative)	Homework #3 (music analysis) <ul style="list-style-type: none"> • Due Monday before class
Week 16 Apr 23, 25 DEAD WEEK	Preventing IPV	Provided by the instructor		Quiz #3 <ul style="list-style-type: none"> • Covers weeks 12-14 • Online, due Wednesday before class
EXAM WEEK				
Week 17 Apr 30, 12:45pm to 2:45 pm	Plan on coming to class		Guest speaker (tentative)	Learning reflection due by April 30 th @ 2:45 pm online