

CRIM 4232.01

FAMILY VIOLENCE

**DEPARTMENT OF CRIMINOLOGY
THE UNIVERSITY OF WEST GEORGIA**

INSTRUCTOR INFORMATION

INSTRUCTOR: Patrick Brady, PhD
OFFICE: Pafford Building 313
PHONE: 678.839.3775 (Office)
678.839.5199 (Criminology Department)
EMAIL: pbrady@westga.edu
OFFICE HOURS: Monday & Wednesdays, 10AM to 11:30AM, or by appointment

COURSE INFORMATION

TITLE: Family Violence
CATALOG ID: CRIM 4232
CREDIT HOURS: 3
SEMESTER: Spring 2018
DELIVERY: In-Person
CLASS HOURS: Monday & Wednesdays 3:30 pm – 4:45 pm
CLASSROOM: Pafford Building Room #102

REQUIRED READINGS: Wallace, P. H. & Roberson, C. (2016). *Family Violence: Legal, Medical, & Sociological Perspectives* (8th Edition), Routledge. ISBN #978-1-315-62827-1.

Pelzer, D. (1995). *A child called "It": One child's courage to survive*. Deerfield Beach, FL: Health Communications, Inc. ISBN #978-1-55874-366-3

In addition to the required text, specific journal articles or other readings may be required for specific topics. Please see the course outline for all required readings by lecture topic.

REQUIRED TECHNOLOGY, MATERIALS, & SOFTWARE:

1. CourseDen
2. Three scantrons
3. Top Hat

- Top hat is a classroom response system. You will be able to submit answers to in-class questions and attendance using your cellphones (both smart and traditional phones) or other smart devices (e.g., tablets, etc.)

- You can visit the Top Hat Overview

(www.support.tophat.com/hc/enus/articles/200019034-Top-Hat-Overview-Getting-Started) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system. An email invitation will be sent to you by email.

- Top Hat will require a paid subscription, and a full breakdown of all subscription options available can be found here: www.tophat.com/pricing.
- Our course join code is: **516848**. This will be the same for every class.

COURSE CONTENT

COURSE DESCRIPTION: Many are fortunate to grow up in a loving family that is supportive and caring. Yet for some, what happens behind closed doors can be a nightmare that doesn't seem to end. This course opens the door and discusses the legal, medical, and social perspectives of family violence. Throughout the semester, we will cover the spectrum of family violence from the young to the old.

This course seeks to answer three questions: What is family violence and how does it impact children's social and emotional well-being? (2) How well does the criminal justice system handle family violence cases; and (3) What can be done to enhance victim safety and offender accountability?

We begin by discussing definitions and consequences of family violence, followed by a deep dive into the most vulnerable – family violence among children and against animals. We will then discuss the nature and scope of intimate partner abuse and the response from the criminal justice system. Finally, we will conclude with an overview of best practices related to the prevention and protection of victims of family violence.

TEACHING METHODS: This course will be delivered in-person and will include readings, power points, videos, potential guest lectures, and exams.

LEARNING OBJECTIVES

By the end of the semester, you should be able to:

1. Be able to describe terminology, trends, and concepts related to estimates of prevalence, severity, and types of family violence.
2. Deepen your appreciation for the complexities of survivors and perpetrators
3. Identify, evaluate, and create strategies for family violence prevention and intervention
4. Understand the complexities and dynamics of the criminal justice systems' response to family violence.

CLASS CONTENT WARNING

This course will touch on topics and issues which may be offensive or disturbing to some individuals. This may include, but is not limited to, violence, sexual violence, offensive/foul language, controversial laws, practices, or treatments, and cases of fictional or real criminal investigations. Students are expected to act and speak professionally when these topics are discussed. Additionally, students are expected to respect the opinions, experiences, and lifestyles

of the other students in the class. Anyone who does not act professionally and respectfully will be dealt with accordingly, and may be subject to University conduct policies.

Issues surrounding family violence involve many sensitive topics. Estimates of the prevalence of family violence suggest that students in our class may have had experiences with or know someone who has experienced some form of family violence. Thus, it is imperative that we are mindful of these facts in discussing topics across the semester. As we discuss and explore the etiology of family violence, the definitions, illustrations, and examples of victimization, it may illicit discomfort and/or emotional responses. Clinical psychologists call these “triggers.” Please note that this course is made up of readings, discussions, and exercises that involve extraordinarily sensitive material being presented in lecture or film. Please plan accordingly.

MANDATORY REPORTING FOR TITLE IX: Due to the difficult nature of the material addressed in this course, you may experience a need or desire to ventilate about the topic or process some of your own personal experiences with victimization. This is a completely normal response. Some students find they want to discuss these feelings or experiences with a supportive friend or other adult. While discussions in class and/or online are not the appropriate venue for this processing to take place, I am available to provide referrals and offer course-related support as necessary. If you share with me, either in person, in writing assignments, and/or during class, please be aware that under state and federal reporting guidelines, I cannot be a confidential resource and may have to inform others of what you have told me. This in no way is an effort to discourage you from reporting. I am informing you of my duties and responsibilities as a mandatory reporter. What is most important to me is that you are connected to the appropriate resources, such as an advocate or counseling. For your reference, additional support resources are included on this syllabus.

COURSE REQUIREMENTS

SYLLABUS QUIZ

Within the first week of class, you will be required to complete one (1) quiz over the syllabus. The syllabus is a very important document that is pertinent to your success in this class. Not only does the syllabus contain the information you need to navigate the course, it also acts as a blueprint for the course expectations, requirements, readings, assignments, and exams. It is your responsibility as a student to read and understand all the material covered in the syllabus.

Please do not stress over this quiz. Simply go over the syllabus, read it, and take the quiz. This will be listed on CourseDen. **Note: This quiz is not timed and you may use your syllabus while taking the quiz.**

CRITICAL THINKING EXERCISES

During the semester, you will be required to complete two (2) major critical thinking exercises. The assignments are designed to help you gain a better understanding of the difficult situations victims of family violence experience on a regular basis. These assignments also assist you in developing problem-solving skills that are wicker valuable in many disciplines beyond the criminal justice field.

The first assignment centers on the book, *A Child Called 'It'* by Dave Pelzer. After reading the short story, you will complete a ten-question reading assessment and write a letter to the main victim, Dave. The second assignment will require you to put yourself in the shoes of a victim trying to leave an abusive situation. Details of the assignments will be provided at a later date. **You will submit these assignments via CourseDen.**

PUBLIC SERVICE ANNOUNCEMENT

In lieu of a research paper, you will be asked to create a 30-60 second public service announcement (PSA) on a topic related to family violence. The PSA can be either audio or video and you will be evaluated on not only your creativity, but your ability to convey factual information and emotion when advocating for a family violence-related issue. I will present you with a list of topics to choose from.

The objectives of this assignment are two-fold. First, you will have to grasp and understand a topic in-depth in order to assess (or create) an effective PSA. Second, this assignment will challenge you to convince others in 30-60 seconds to use a resource or understand the importance of your issue. This requires you to convey the information and emotion associated with your topic in a manner in which other students would understand. Upon completion of your PSA, you will present your masterpiece to the class. You may work alone or in groups (no more than 4 per group). Should you choose to work in groups, your overall score will be weighted according to both peer and instructor evaluations. Each student will provide a short write-up of the project, as well as a 30-60 second audio or video file containing the PSA. Additional details of the assignment will be provided at a later time.

READING ASSESSMENTS

To ensure that you are coming to class and keeping up with the required reading, you will be required to take five (5) reading assessments throughout the semester. You will take timed, quizzes **online** covering the information discussed during the assigned weeks in both your text and in class. The reading assessments are closed book/closed note. However, **the quizzes are timed and you will only have about 1.5 minutes to answer each question.** This means that you will actually have to read the book and come to class to be successful on the quizzes.

When determining your final course grade, I will replace your lowest score on the reading assessments with your highest quiz score. Reading assessments will include multiple choice and true/false questions.

EXAMS

You will complete three (3) exams in this course. Each exam is made up of 50 questions that include a combination of true/false and multiple-choice questions. You must bring a Scantron and No. 2 pencil to class on exam days. Questions are worth two (2) points each (100 points total per exam). Exams will primarily test your knowledge of the reading assignments and lecture materials. However, questions from other course materials (i.e. supplemental readings, videos, guest lectures, etc.) will also appear on exams. Study guides will be available for all three exams.

ATTENDANCE, PARTICIPATION, & EXCUSED ABSENCES

ATTENDANCE: In a nutshell, attendance at class is required. Attendance is crucial in this course, as much of the information covered on the exams will stem from my lectures and in-class discussions. Attendance will be documented through TopHat. At the beginning of each class, I will post the code on the board and students are required to enter the code into their TopHat accounts. **If you miss class, it is your responsibility to obtain the content covered in class. Do not email me asking if you missed something important or asking me if I could send you my notes.** I, along with the university, expect you to act as a professional. If you were late to your job consistently, you would, without a doubt, be asked to leave and most likely terminated from employment. Of course, the easiest solution to all of this is to not miss class or arrive late. Students that arrive late to class with either not be admitted to the lecture or not be count present.

PARTICIPATION: Participation consists of contributing to class discussions and answering questions via TopHat. TopHat assigns participation points for each prompt posed to students. The total amount of points for participation and attendance will be weighted accordingly based off one's attendance and

participation. Participation and attendance will equal a total of 75 points, which will be determined by a weight of 50% for participation and 25% for attendance. **Note:** Technological issues with TopHat are the responsibility of the student. Students should keep track of their participation and attendance scores throughout the semester. **Should any issues come up, students will have one week from the time the prompt was presented to contact the professor.** The end of the semester is not the time to realize responses were not recorded.

EXCUSED ABSENCES: Because you are all humans who are experiencing this thing called life, I understand that things do come up. Thus, excused absences are available for classes and potentially exams (assessed on a case-by-case basis). Excused absences can be obtained by contacting me via email **prior** to the beginning of class or due dates of the activity. Prior is defined as before the activity actually begins. Excused absences will only be granted for verified illnesses, family emergencies, and University-sanctioned functions. Believe it or not, breaking up with a significant other and/or drinking too much on a Tuesday night are not excused absences. Students can miss up to three classes (which includes excused absences) before attendance impacts their grades.

GRADING METHOD AND SCALE

COURSE BREAKDOWN:

In addition to attendance and participation points, grading will be based on one (1) syllabus quiz; three (3) critical thinking exercises; five (5) reading quizzes; three (3) exams, and attendance and participation. The point distribution is as follows:

Measurements of Progress	Points	Total Points
1 syllabus quiz	10 points	10 points
Critical thinking exercises		
A letter to Dave	30 points	30 points
A child called <i>quiz-it</i>	20 points	20 points
Why doesn't she leave?	100 points	100 points
5 Reading assessments	10 points each	50 points
1 Public service announcement	150 points	150 points
3 Exams	100 points each	300 points
Attendance	25 points	25 points
Participation	50 points	50 points
	TOTAL	735 points

FINAL GRADES:

Final course grades are calculated based on total points earned across all assignments outlined above:

658 – 735 points	90 – 100%	=	A	☺
584 – 657 points	80 – 89%	=	B	
511 – 583 points	70 – 79%	=	C	
437 – 510 points	60 – 69%	=	D	
436 & below	59% or less	=	F	☹

STUDENT ACADEMIC POLICIES:

Information on your privacy rights as a student at the UWG can be found at:

<https://www.westga.edu/administration/policy/assets/docs/UWGProcedure8.3.1-FERPA-signed8.3.16.pdf>

COMMUNICATION POLICY & E-MAIL ETIQUETTE

I anticipate that you will have questions and concerns for me to address outside of class times. Your best option is to e-mail me at pbrady@westga.edu. Please note that I may not respond right away, but it is my policy to reply within 48 hours Monday through Friday.

You should be aware of what you are writing. You need to be professional and practice sending e-mails in proper form. When you enter the workforce, you will need to know how to do this to communicate properly and professionally. To get an e-mail response from me, please use the following guidelines:

- **Put something relevant to your topic in the subject line.** Keep it brief, but let me know what you need from me. For example: Missing Class or Assignment Question
- **Address me properly.** Your best bet is to begin your e-mail with Dear, or Hi **Dr. Brady**.
- **Remind me who you are.** I have a ton of awesome students, so I would prefer you be as specific as possible and include your name, student ID #, along with the days of the course and the course number. For example, "My name is Pat Brady (Student ID# 000540122), I am in your 3:30pm M/W family violence course)."
- **Keep it simple.** You wouldn't believe how many people blow my e-mail up (I'm looking at you, Groupon), so please keep things as short and to the point as possible. If you have more than one question, use numbers or bullet points so I can be sure to address everything. If you have a very long question or a concern about the course, you would be better off making an appointment with me or seeing me during my office hours.
- **Answer me.** If I send you an answer to your question or send you some sort of attachment, please let me know that you received it. Otherwise I have no idea if I helped you or if you even got what I sent.
- **Add your signature.** At the end of your email, please be sure you include an ending of some kind ("Sincerely" works well), your name, and what class you are in. I teach several courses a semester and it can be difficult for me to know what class you are in, especially at the beginning of the semester.
- **Grammar, spelling, and punctuation all matter.** Double check your email for mistakes. It is hard for me to take you seriously if your email hardly makes sense. Do not use all capital letters in anything, as that is designed to convey anger or other strong emotions. Make sure words are capitalized that should be, and those should not be, are not. Your spell checker is helpful but does not catch everything, so be aware of what you are writing.

UNIVERSITY POLICIES & ACADEMIC SUPPORT

Please carefully review the following Common Language for all university course syllabi here:

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

This document contains important material about university policies and responsibilities. Because these statements are updates as federal, state, university, and accreditation standards change, you should review the information each semester.

SUBMITTING COURSEWORK

Homework assignments will be submitted to me via CourseDen. I already get too many e-mails and I have a very short attention span. It is likely that I will not remember you submitting something via e-mail, and thus, submissions via e-mail will not be ignored.

MAKEUPS & LATEWORK

In this course, late work is simply unacceptable. However, this should not dissuade you from not completing an assignment. You will be deducted 10% per day (including weekends) for any assignments that are turned in late without an email and/or an excused absence from me. Only under extreme circumstances will I provide a make-up exam to a student who has notified me *prior* to missing the exam. If you are unable to contact me prior to missing the exam, you must notify me in writing within 5 days of the absence. Verbal excuses will not be accepted. **As the instructor, I reserve the right not to accept or deduct points from any late quiz/test or homework. Additionally, giving a make-up exam is at the instructor's discretion.**

TECHNOLOGY IN THE CLASSROOM

Technology is ubiquitous and has become an integral component to our everyday activities. As hard as it is to refrain from scrolling through endless photos of other's people's food and/or pets while I blab on about juveniles or something, the use of technology is somewhat permitted, but only through my discretion. In other words, you will only be allowed to use your technological devices with my permission or during a class activity.

"But Professor Brady, I take notes on my laptop!" I understand, but I would encourage students to take notes by hand. Numerous studies have shown that students are significantly more likely to retain information for longer periods of time when they document the information by hand. If you absolutely have to use your laptop in class, I would ask that you sit in a designated area towards the back of the classroom as a courtesy to your classmates. It is distracting for students who are trying to learn while you are trying to catch up on the latest episode of the Walking Dead.

Additionally, the use of technology will be permitted during class activities only, which includes – but is not limited to – class polling/surveying during lectures (i.e., TopHat app), or when I need someone to Google something because I can't think of it off the top of my head. Otherwise, please don't text, SnapChat, tweet, Facebook, Instagram, among other ridiculous social media outlets, during my class. Want extra credit? E-mail me a picture of a dinosaur or your favorite meme by 11:59pm on 1/24 and I will award you 5 extra credit points. This is to ensure you are reading the syllabus.

ACADEMIC HONESTY

The academic community operates on the basis of honesty, integrity, and fair play. Occasionally, this trust is violated when academic dishonesty occurs, either inadvertently or deliberately. Academic dishonesty will NOT be tolerated and is regarded as a VERY serious matter. You assume full responsibility for the content and integrity of the academic work you submit. The guiding principle of academic integrity shall be that your submitted work, examinations, reports, and projects must be your own work. Academic Dishonesty includes, but is not limited to:

- **Cheating:** intentionally using or attempting to use unauthorized material, information, or study aids in any academic exercise; copying or allowing someone to copy any portion of a required assignment; turning in work previously completed for another course.
- **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Plagiarism:** knowingly copying any portion of another's work without proper citation (this includes paraphrasing or summarizing others' work without citing them).

- **Interference:** changing, stealing, impeding, or destroying another student’s work.
- **Facilitating Academic Dishonesty:** intentionally or knowingly helping or attempting to help another to violate any provision of the academic code.

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. All assignments will be submitted to Turnitin. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see <http://www.westga.edu/handbook/>

STUDENTS WITH SPECIAL NEEDS

If you are student with a disability or special need(s) - as defined under the Americans with Disabilities act - and you require assistance or support services, please notify me and provide me with a copy of your packet from Student Services. The university will provide you with resources for any audio/visual needs that you may have with the learning management system or course content.

It is important that you contact UWG Accessibility Service immediately to discuss and identify the exact accommodations that are necessary for you to succeed in this course. Please consult the following link for more details regarding accessibility for this course, including contact information for those with accessibility needs:

Office Location: 123 Row Hall
Hours of Operation: Monday-Friday, 8:00 AM to 5:00 AM
Telephone: 678.839.6428
 678.839.6429 (TDD)
E-mail: counseling@westga.edu
Website <https://www.westga.edu/student-services/counseling/accessibility-services.php>
After-hours psychological crisis hotline: 678.839.6428

TITLE IX: SEXUAL HARASSMENT & DISCRIMINATION POLICY - RESOURCES

Title IX of the Education Amendments of 1972 protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. No person in the United States, shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C.F.R. Part 106 (Title IX).

The UWG is committed to creating an educational and learning environment free from discrimination based on sex and supports members of the campus community by providing resources to assist students, faculty and staff in addressing issues involving sex discrimination, including sexual violence. The Title IX Coordinator has been charged with monitoring and ensuring compliance with these regulations. Questions regarding Title IX or concerns about and complaints of non-compliance that include complaints of sexual harassment, sexual assault, sexual violence, or other sexual misconduct should be directed to the Title IX Coordinator. Complaints will be addressed using the College’s

complaint procedures (<https://www.westga.edu/administration/vpsa/ocs/index.php>). More information about this policy can be found at <https://www.westga.edu/hr/title-nine.php>

RESOURCES

Resource	Phone	E-mail/Location
Title IX Coordinator - Claudia Lyerly	678.839.2981	clyerly@westga.edu Human Resources – Aycock Hall
UWG Counseling Center	678.839.6428	123 Row Hall
UWG Advocacy Crisis Line	470.215.9946	–
Advocacy Services	678.839.6452	–
UWG Health Center	678.839.6452	Round building across from the University Community Center
University Police	678.839.6000	Aycock Hall
Carrollton Police Department	770.834.4451	115 W Center St. Carrollton
Prevention Advocacy Resource Center (PARC) (advocacy center for victims)	770.834.7273	http://www.wgaparc.org/ 128 West Center St. Carrollton
Carroll County Emergency Shelter	770.834.1141	–
Georgia Crisis and Access Line	1.800.715.4225	–
Tanner Behavioral Health 24-hour Help Line	1.800.836.9551	–
National Sexual Assault Hotline	1.800.656.HOPE (4673)	www.rainn.org Rape, Abuse, & Incent National Network
National Suicide Prevention Lifeline	1.800.273.8255	www.afsp.org American Foundation for Suicide Prevention
National Domestic Violence Hotline	1.800.799.SAFE (7233); or 1.800.787.3224 (TTY)	www.ncadv.org National Coalition Against Domestic Violence

CRIM 4232 COURSE OUTLINE: SPRING 2018

This is the tentative course outline for the semester. Chapters may extend into additional weeks, thus requiring revisions of this course outline. I, as the instructor, reserve the right to alter any aspect of the course, including assignments, grading distributions, and course outlines throughout the semester. You will, however, be notified when changes are made.

DATES	CRIM 2245 TOPIC, READINGS, AND ASSIGNMENTS
Week 1 1/8 & 1/10	<p>Topic: Introductions, Syllabus, and Victims</p> <p>Reading Assignment:</p> <ul style="list-style-type: none"> • No reading assignments
UNIT #1: EXAMINING THE VULNERABLE	
Week 2	No class – Martin Luther King Day
1/15	
1/17	<p>Topic: What is family violence and why should we care about it?</p> <p>Reading Assignment:</p> <ul style="list-style-type: none"> • Wallace & Roberson CH 1: Characteristics and consequences of family violence <p>Due by 3:30 pm on Wednesday (1/17) via CourseDen:</p> <ul style="list-style-type: none"> • TopHat Subscription & Account created
Week 3 1/22 & 1/24	<p>Topic: How does family violence influence the social and emotional well-being of children?</p> <p>Reading Assignments:</p> <ul style="list-style-type: none"> • Karmen (2016): Victimized children (available on CourseDen) • Wallace & Roberson Chapters 5, 6, & 7 <p>Due by 11:59 pm on Wednesday (1/24) via CourseDen:</p> <ul style="list-style-type: none"> • Syllabus Quiz • Reading Assessment #1 (Wallace & Roberson – CHs 1, 5, 6, & 7; Karmen, 2016)
Week 4 1/29 - 1/31	<p>Topic: From protection to pimpin': Child exploitation</p> <p>Reading Assignments:</p> <ul style="list-style-type: none"> • Wallace & Roberson CH 9: Child exploitation <p style="text-align: center;"><i>Guest lecture: Assistant Special Agent in Charge Brian Johnston - Georgia Bureau of Investigation's Child exploitation and computer crimes unit</i></p>

<p>Week 5 2/5 & 2/7</p>	<p>Topic: Living with the enemy: Sibling abuse and bestiality</p> <p>Reading Assignment:</p> <ul style="list-style-type: none"> • Wallace & Roberson CH 8: Sibling abuse • Maratea (2011). <i>Screwing the pooch: Legitimizing accounts in a zoophilia on-line community</i> (Available on CourseDen) <p>Due by 11:59pm on Wednesday (2/7) via CourseDen</p> <ul style="list-style-type: none"> • A child called 'It' reading assessment • A letter to Dave • Reading assessment #2 (Wallace & Roberson CH 8 & 9; Maratea, 2011) 				
<p>Week 6</p>	<table border="1"> <tr> <td data-bbox="245 590 360 646"> <p>2/12</p> </td> <td data-bbox="360 590 1523 646"> <p>Topic: Catch-up and review for Exam #1</p> </td> </tr> <tr> <td data-bbox="245 646 360 898"> <p>2/14</p> </td> <td data-bbox="360 646 1523 898" style="text-align: center;"> <p>EXAM #1</p> <p>Readings and lectures from weeks #2, 3, 4, & 5</p> <p><i>Remember to bring #2 pencil and small pink scantron</i></p> </td> </tr> </table>	<p>2/12</p>	<p>Topic: Catch-up and review for Exam #1</p>	<p>2/14</p>	<p>EXAM #1</p> <p>Readings and lectures from weeks #2, 3, 4, & 5</p> <p><i>Remember to bring #2 pencil and small pink scantron</i></p>
<p>2/12</p>	<p>Topic: Catch-up and review for Exam #1</p>				
<p>2/14</p>	<p>EXAM #1</p> <p>Readings and lectures from weeks #2, 3, 4, & 5</p> <p><i>Remember to bring #2 pencil and small pink scantron</i></p>				
<p>UNIT #2: INTIMATE PARTNER ABUSE & SYSTEM RESPONSE</p>					
<p>Week 7 2/19 & 2/21</p>	<p>Topic: Sleeping with the enemy: What does intimate partner abuse look and feel like?</p> <p>Reading Assignment:</p> <ul style="list-style-type: none"> • Wallace & Roberson CH 2: Intimate partner abuse & relationship violence 				
<p>Week 8 2/26 & 2/28</p>	<p>Topic: Terrifying intrusions: intimate partner stalking and sexual assault</p> <p>Reading Assignment:</p> <ul style="list-style-type: none"> • Wallace & Roberson CH 13: Sexual violence • Wallace & Roberson CH 14: Stalking <p>Due by 11:59pm on Wednesday (2/28) via CourseDen</p> <ul style="list-style-type: none"> • Reading assessment #3 (Wallace & Roberson CH 2, 13, & 14) 				
<p>Week 9 3/5 & 3/7</p>	<p>Topic: Police response to family violence</p> <p>Reading Assignment:</p> <ul style="list-style-type: none"> • Wallace & Roberson CH 3: The criminal justice response to intimate partner abuse and violence • Buzawa et al. 2017: Policing domestic violence (Available on CourseDen) <p><i>Guest lecturer: Sasha Smith – Criminal Investigations Division, Carrollton Police Department</i></p>				

<p>Week 10 3/12 & 3/14</p>	<p>Topic: When family violence goes to court</p> <p>Reading Assignments:</p> <ul style="list-style-type: none"> • Buzawa et al. 2017: Prosecuting domestic violence (Available on CourseDen) • Buzawa et al. 2017: The judicial response (Available on CourseDen) <p>Due by 11:59PM on Wednesday (3/14) via CourseDen</p> <ul style="list-style-type: none"> • ‘<i>Why doesn’t she leave?</i>’ assignment • Reading assessment #4 (Wallace & Roberson CH 3; Buzawa - policing, prosecuting, and judicial response) 				
<p>Week 11 3/19 & 3/21</p>	<p align="center">NO CLASS! SPRING BREAK!!!!!!</p>				
<p>Week 12</p>	<table border="1"> <tr> <td data-bbox="245 632 360 688"> <p>3/26</p> </td> <td data-bbox="360 632 1526 688"> <p align="center">Topic: Catch-up and Review</p> </td> </tr> <tr> <td data-bbox="245 688 360 919"> <p>3/28</p> </td> <td data-bbox="360 688 1526 919"> <p align="center">EXAM #2</p> <p align="center">Readings and lectures from weeks #7, 8, 9, & 10</p> <p align="center"><i>Remember to bring #2 pencil and small pink scantron</i></p> </td> </tr> </table>	<p>3/26</p>	<p align="center">Topic: Catch-up and Review</p>	<p>3/28</p>	<p align="center">EXAM #2</p> <p align="center">Readings and lectures from weeks #7, 8, 9, & 10</p> <p align="center"><i>Remember to bring #2 pencil and small pink scantron</i></p>
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<p>3/28</p>	<p align="center">EXAM #2</p> <p align="center">Readings and lectures from weeks #7, 8, 9, & 10</p> <p align="center"><i>Remember to bring #2 pencil and small pink scantron</i></p>				
<p align="center">UNIT #3: STRATEGIES TO PROTECT, PREVENT, AND CONTROL ABUSIVE OFFENDERS</p>					
<p>Week 13 4/2 & 4/4</p>	<p>Topic: Restraining orders, batterer intervention, & victims’ rights’</p> <p>Reading Assignments:</p> <ul style="list-style-type: none"> • Buzawa et al. 2017: The role of restraining orders & batter intervention programs (Available on CourseDen) • Wallace & Roberson CH 15: Victims’ issues <p><i>Potential guest lecture from the West Georgia Prevention & Advocacy Resource Center</i></p>				
<p>Week 14 4/9 & 4/11</p>	<p>Topic: Protecting the elderly</p> <p>Reading Assignments:</p> <ul style="list-style-type: none"> • Wallace & Roberson CH 13: Elder abuse 				

<p>Week 15 4/16 & 4/18</p>	<p>Topic: The prevention of family violence</p> <p>Reading Assignments:</p> <ul style="list-style-type: none"> Buzawa et al. 2017: Toward the prevention of domestic violence: Challenges & opportunities (Available on CourseDen) <p>Due by 11:59pm on Wednesday (4/18) via Course Den</p> <ul style="list-style-type: none"> Reading assessment #5 (Wallace & Roberson CH 15; Buzawa: restraining orders, batterer intervention programs; elder abuse; & prevention of domestic violence). 	
<p>Week 16 4/23 & 4/25</p>	<p>Topic: Your time to shine! Class presentations</p> <ul style="list-style-type: none"> No reading assignments <p>Due by 3:30pm on Monday (4/23) via CourseDen</p> <ul style="list-style-type: none"> Public service announcements 	
<p>Week 17</p>	<p>4/30</p>	<p>Topic: Catch-up and Final Exam Review</p>
	<p>5/2</p>	<p style="text-align: center;">FINAL EXAM:</p> <p style="text-align: center;">Wednesday, May 2nd, 2018 from 2:00 PM to 4:00 PM Chapters 13, 14, & 15, plus readings and lecture materials Bring Scantron & #2 Pencil</p>

