COURSE DESCRIPTION (Goals): Students will learn about violence involving intimate adult partners (IPV), dating, child and elder abuse. Alternative causal theories, criminal and civil justice systems involvement, preventive interventions, counseling techniques, innovative programs, and inter-agency coordination will be discussed. Theoretical constructs relating violence in society to social responses will be presented.

SPECIFIC OBJECTIVES (Learning Outcomes): By the end of the course the student will be able to:

1. define domestic/family violence in all its forms and distinguish it from stranger to stranger crime;
2. define and discuss major characteristics of spouse (intimate partner) abuse;
3. define and discuss major characteristics of all forms of child abuse and neglect;
4. define and discuss major characteristics of elder abuse;
5. critically discuss and relate research evidence to violence theory;
6. discuss research evidence demonstrating a link between child abuse and later juvenile delinquency and adult crime;
7. describe alternative theories of the cause of domestic/family violence;
8. describe the problem-response concept in relation to domestic/family violence and prevention and treatment programs;
9. discuss the common characteristics of victims and abusers for various forms of domestic/family violence;
10. understand how witnessing intimate partner violence affects children;
11. describe the essential elements of crisis intervention;
12. describe a variety of victim and abuser treatment techniques and/or programs;
13. critically discuss the prevention of all forms of domestic/family violence as an issue and regarding specific programs of prevention and/or treatment;
14. describe the role of victim advocate and assistance programs, and;
15. understand the criminal and civil justice system’s responses to family violence both current and past, and discuss ways to improve the justice system’s capacity to deal with this social problem.

STUDENT ACTIVITIES: Students should READ and summarize required readings and are encouraged to participate in discussions. Students are required to complete TWO mid-terms and one final examination, and complete ALL homework assignments.

We will review the syllabus in the first class session. If you do not attend the first session, you are STILL responsible to know and understand class assignments, so ask questions of myself if you don’t understand an assignment.
HOMEWORK ASSIGNMENTS:

I. INFORMATION ABSTRACTS (article summary PLUS critique):

DUE DATES: ONE PRACTICE Abstract is DUE on September 18. (See below)
THREE Abstracts DUE on October 23.

TASK: Each student is to complete reviews of at least three (3) journal articles. The articles MUST relate to the issues of the various forms of domestic violence including spouse/intimate partner, child, and elder abuse. Any article review that doesn’t relate to the class topics will automatically get a zero. The articles must be from high quality, professional journals such as the ones on the list of journals in this syllabus. The journal articles MUST be AT LEAST 8 PAGES in length as it appeared in the original publication. (If you have any questions about whether a particular journal is acceptable, please don't hesitate to ask me or the librarian.) ALL the journals on the list provided for you are acceptable. You MUST provide a copy of the article with your abstract. Abstracts turned in without a copy of the article attached will NOT be read or graded. You are REQUIRED to do a practice abstract which is due on September 18th. IF, AND ONLY IF, you are satisfied with the grade you earned on the practice abstract, you will have only 2 more to do. SO, I need grades for THREE abstracts on or before October 23rd. Points will be taken off for late submissions. Pay close attention to the sample abstracts you will be provided in class and the specific instructions BELOW:

ADDITIONAL INFORMATION:
1. Each abstract review will start with a complete, correct bibliographic citation of the article. Don’t forget to put the page numbers as they are in the original publication!

2. Each review will include the following:
   a. the author’s thesis statement (authors purpose for article);
   b. an outline of the logical argument presented in support of the thesis; and a description of the data/information used to support the logical argument;
   c. A description of the research method for the study the article presents;
   d. study conclusions;
   e. A brief summary of the implications for the future cited by the author.

3. Each review will include a critical analysis of the article to include discussion of the following:
   a. Was the article persuasive?
   b. Was the article well written, organized, and easy to understand?
   c. Did the article inform you, cause you to think, and/or make you want to read more about the subject?
   d. Was the article adequately tied to other literature and/or research the author read?

SEE INSTRUCTION SHEETS FOR MORE INSTRUCTIONS
Students may work together on this project (especially as part of your preparation for group presentations). However, the writing of the abstract and critical analysis must be individually done.
II. GROUP PRESENTATIONS. Students will be divided into groups. Each group will pick a topic related to class work. Each student in the group will then choose a research topic within that topic such that each member of the group coordinates topics with each other member of the same group. Each student group will then combine the presentations in some way for a class presentation on the topic of group choice. Time will be allowed toward the end of a class sessions to break into the groups to begin this process. **Group presentations need only be a maximum of 20 minutes each group (not each person).** Please limit total time of group presentations to a maximum of a half hour. With your cooperation, every effort will be made to see that there is a variety of group topics. **Each group will choose a presentation time based on those already outlined in the course schedule below.** It is permissible for you to coordinate your group presentation topic with your abstract writing and your resource paper.

III. RESOURCE PAPER. Each student will write a **brief paper** explaining at least one resource you learned about when researching the topic for your group presentation. By resource, I mean a **justice entity, agency or program**, and/or a combination of justice entities, agencies or programs, that is/are available to prevent, intervene and/or treat the perpetrators, victims or families of any form of partner, child and elderly abuse. You may choose to write about ANY entity presented in class by myself, a speaker or your group. The paper must be about the work of the resource, whom they serve and how. It is permissible to report on an interview you had if you visit the agency/entity. However, please present the interview as a reporter might rather than letting the interviewee do all the work for you. **Brief resource paper means NO LESS than two double spaced, typed pages exclusive of the title page. More than five would be more than brief. You may include agency brochures, but not for credit.**

IV. Readings from the **text**. (See course outline by class session next pages.)

**TEXT:**

**GRADING PROCEDURES:** The group presentation, resource paper and all three (3) abstracts taken together will **count as 40%** of the course grade. The first abstract is a “practice” one for you. Therefore, I will record the first abstract grade, then grade the other three and then drop the **lowest** of the four grades for your total abstract grade. The mid-terms will **each count 20%**, and the **final examination will count as 20%** of the course grade. The mid-terms and final exams will be in multiple choice format. **Material for the exams will be taken from the textbook chapters assigned, handouts, and the lectures including lectures by guest speakers. Class attendance will be critical** to passing the tests as I will make sure some items on each exam reflect material that was available only to those who attend class. **Points will be subtracted from points earned when assignments are turned in late. Plagiarism will result in automatic zero. Any form of cheating on an exam will also result in an automatic zero.**

**USE OF MOBIL PHONES AND OTHER COMMUNICATION DEVISES FOR ABSOLUTELY ANY REASON, INCLUDING TEXTING, AND SOCIAL NETWORKING TO ANYONE, IS PROHIBITED WHILE CLASS IS IN SESSION!!!**
OTHER MATTERS:

I reserve the right to change the class topic on the course outline when current events or availability of guest speakers requires it. This is very likely to happen!
A major portion of each of the examinations is based on in-class material and lectures. Attendance will dramatically affect examination grades. I expect you to attend and pay attention.

At TAMU-CC professors cannot drop students. If you stop attending and do not officially drop, a failing grade must be assigned to you at the end of the term. We have no choice. You are reminded that you must avoid plagiarism in the completion of all assignments. See the university catalog for details. Failure to complete assignments can easily result in a failing grade as zeros on assignments affect percentages drastically. If you need assistance on an assignment, please feel free to ask. I would rather have you try and do your best that not try and fail the course for lack of willingness to try. My goal is for everyone to do well, so please see me if you have questions or need help with the assignments.

Notice to Students with Disabilities: Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, please contact the Services for Students with Disabilities Office located in Driftwood 101, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible. If you wait until late in the semester to let me know, it may be too late to get you the assistance you need regarding accommodations for disabilities.

Academic Advising: The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College’s Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

Grade Appeal Process: As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process, and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
<table>
<thead>
<tr>
<th>CLASS SESSION</th>
<th>COURSE OUTLINE</th>
<th>READINGS</th>
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<tr>
<td>August 28</td>
<td>Introduction to Course/Assignments</td>
<td><em>Lifespan</em> Chapter 1</td>
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<tr>
<td></td>
<td>Definition of Family Violence</td>
<td>Case examples</td>
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<td>History: Intimate Partner Violence (IPV)</td>
<td>Class Discussion</td>
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<td>Theories of IPV/Risk Factors/</td>
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<td>Cycle of Violence/</td>
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<td>Characteristics of Perpetrators and</td>
<td>Case examples</td>
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<td>Victims in IPV</td>
<td>Class discussion</td>
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<td>How Spouse Abuse Effects Children</td>
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<td>What Children Learn</td>
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<td>September 11</td>
<td>Traditional (classic) Police Response</td>
<td>Speaker: CCPD</td>
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<td>Evolving Police Response</td>
<td><em>Lifespan</em> Chapter 8 p.385-414</td>
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<td>Current Police Response</td>
<td>Class Discussion</td>
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<td>September 18</td>
<td><strong>FIRST ABSTRACT DUE</strong></td>
<td>Speaker: Prosecutor/Courts</td>
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<td>Prosecutors &amp; the Courts</td>
<td><em>Lifespan</em> Chapter 10 p. 511-526; <em>Lifespan</em></td>
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<td></td>
<td>Male victims; dating violence</td>
<td>Chapter 6 p. 281-292; <em>Lifespan</em> Chapter 7 p.</td>
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<td>Same Sex IPV</td>
<td>307-318 &amp; p. 341-353</td>
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<td>New Laws</td>
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<td>Stalking</td>
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<td>September 25</td>
<td>Innovative Justice Responses</td>
<td>Speaker: Women’s Shelter</td>
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<td>Protective Orders</td>
<td><em>Lifespan</em> Chapter 11</td>
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<td>Prevention and Counseling (Therapy)</td>
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<td>Review for Exam</td>
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<td>October 2</td>
<td><strong>Examination</strong> on lectures (including guest</td>
<td><em>Lifespan</em> Chapter 1 p. 10-12</td>
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<td>lectures), materials from</td>
<td><em>Lifespan</em> Chapter 2 p. 46-57</td>
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<td>August 28, September 4, 11, 18, &amp; 25, and on</td>
<td><em>Lifespan</em> Chapter 3 p.83-104</td>
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<td>readings as assigned above.</td>
<td>Class Discussion</td>
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<td>October 9</td>
<td>History of Child Maltreatment</td>
<td><em>Lifespan</em> Chapter 1 p. 10-12</td>
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<td>Theories of Child Maltreatment</td>
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<td>Family Roles, Responsibilities, Rights</td>
<td><em>Lifespan</em> Chapter 3 p.83-104</td>
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<td><strong>Two Group Presentations?</strong></td>
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<td>October 16</td>
<td>Child Physical Abuse</td>
<td><em>Lifespan</em> Chapter 4</td>
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<td>Child Sexual Abuse: Victims</td>
<td><em>Lifespan</em> Chapter 5</td>
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<td>Child Sexual Abuse: Offenders</td>
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<td>Child Sexual Abuse: Non-offending Parent</td>
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<td><strong>Two Group Presentations ?</strong></td>
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October 23  
**THREE ABSTRACTS DUE**  
Child Emotional Abuse (Psychological)  
Reporting and Investigations  
The Legal Response:  
  Civil Judicial Response  
  Criminal Judicial Response  
**Two Group Presentations?**  
Speaker: CPS

*Life*span Chapter 3 p.104-138  
Class Discussion

October 30  
Counseling: Physical Abuse/Neglect  
Counseling: Sexual Abuse  
Counseling: Adults Abused As Children  
CPS Service Plans/Services  
**Two Group Presentations?**  
Speaker: Prosecutor

*Life*span Chapters 3, 4, 5, 6  
pgs:125-138;183-194;236-248  
Class Discussion

November 6  
Prevention & Prevention Programs  
CASA  
Family Drug Treatment Court  
Review for Exam  
**Two Group Presentations?**  

*Life*span Chapters 3, 4, 5, 6  
pgs:125-138;183-194;236-248  
Class Discussion

November 13  
**Examination** on lectures (including guest lectures) and materials from  
October 9, 16, 23 and 30, and on readings as assigned above.

November 20  
History of abuse of the Elderly  
Self-neglect/victims  
Psychological/Physical/Exploitation/Sexual  
Adult Protective Services (APS)  
**Two Group presentations?**  
Speaker: APS

*Life*span Chapter 12  
Class Discussion

November 27  
**RESOURCE Paper Due**  
Abuse of the Elderly/Civil Justice  
Criminal Justice Issues  
**Life*span Chapter 12  
Class Discussion

December 4  
Abuse of the Elderly  
Exploring Connections:  
  Between various forms of family violence  
  Between family violence and juvenile delinquency  
Review for Final Exam

December 5  
Reading Day

December 11  
**Final Examination** on lectures (including guest lectures) and handouts  
from November 6, 13, 20, 27, and December 4.
USEFUL PHONE NUMBERS:
Bokencamp Children’s Shelter 994-1214
CASA of Nueces County 884-2272
Driscoll Hospital Care Unit (SANE Nurse) 694-6700
Family Counseling Service 852-9665
Family Outreach 888-6041
Nueces County Children’s Advocacy Center 855-9058
Nueces County MHMR Community Center 886-6900
Office for Child and Youth Protection Catholic Diocese of Corpus Christi 361/882-6191
Texas Dept. of Family and Protective Services 854-2011
The Ark Children’s Shelter and Assessment Ctr. 241-6566
Texas Council on Family Violence 512-794-1133
The Women’s Shelter 881-8888
United Way Help Line referral to resources 211 (Like dialing 411)

SEVERAL JOURNALS THAT HAVE ARTICLES ON DOMESTIC VIOLENCE TOPICS
Note: You may use any other professional journals for your articles. Professional journals are the ones with articles that have been subject to the scrutiny of peer review before being accepted for publication. Newspaper and magazine articles are not acceptable as professional journal articles. You may NOT use chapters from books or articles from newspapers or magazines for your abstracts. Most of these journals can be found on-line through our library.
Remember that you MUST use articles for your abstracts that are at LEAST eight pages as published in the original journal (NOT the on-line version). I will be checking for original length and for properly cited quotes.
Aggression and Violent Behavior
American Journal of Criminal Justice
Child Abuse and Neglect: The International Journal
Child Maltreatment
Child Welfare
Crime and Delinquency
Criminal Justice and Behavior
Criminal Justice Review
Criminology & Criminal Justice
Journal of Advanced Nursing
Journal of Child Sexual Abuse
Journal of Counseling and Development
Journal of Consulting and Clinical Psychology
Journal of Contemporary Criminal Justice
Journal of Criminal Law and Criminology
Journal of Elder Abuse and Neglect
Journal of Family Violence
Journal of Interpersonal Violence
Journal of Multicultural Counseling and Development
Journal of Religion and Abuse
Journal of Research in Crime and Delinquency
Journal of Social and Clinical Psychology
REFERENCE LIST


National Center for Children Exposed to Violence at [www.nccev.org](http://www.nccev.org).


Pillemer, K.A., & Wolfe, R.S. (Eds.) (1986). *Elder abuse: conflict in the family*. Dover,
MA: Auburn House.


