**CCJ4678 – Section #010**

**CRN #43184 / Spring 2019**

**Violence in Relationships**

**3 Credit Hours**

**ONLINE**

**Professor Information**

Name: Sigal Rubin

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Phone Number: (561) 297 - 4936

**Office Hours**

By appointment only

Social Science Building, Room 213

**Course Prerequisites, Credit Hours and Class Time Commitments**

There are no prerequisites for this course. This is a 3 credit hour course:

“According to Florida State Statute 6A-10.033, students must spend a minimum 2,250 minutes of in class time during a 3-credit course. Additionally, students enrolled in a 3-credit course are expected to spend a minimum of 4,500 minutes of out-of-class-time specifically working on course-related activities (i.e., reading assigned pieces, completing homework, preparing for exams and other assessments, reviewing class notes, etc.) and fulfilling any other class activities or duties as required.” The course schedule for this course reflects this expectation of students.

**Course Description**

The purpose of this course is to introduce students to the intersections of gender and violence. Students will explore the nature of relational violence, its historical roots, and its manifestation on modern social life and institutions in relation to physical, emotional, and sexual abuse. Additionally, the plight of battered women, the reasoning for staying with their abuser, and their attempts to find safety will be analyzed. Students will also learn about the perpetration of interpersonal violence and its intersections of race/ethnicity and sexuality/sexual orientation. Special attention will also be given to topics such as the criminal justice system’s intervention strategies, abuse of specific populations of women, and stalking.

**Course Learning Objectives**

*Upon successful completion of this course, students will be able to:*

1. Explore why “domestic abuse” should be defined as a wide range of behaviors that apply to all forms of intimacy, regardless of marital or living status.
2. Demonstrate an understanding of the relationship between gender and interpersonal violence.
3. Discuss the historical context of intimate partner violence.
4. Analyze the societal conditions that foster and prevent violence generally and against women, specifically.
5. Discern the ambiguities in public policy and its impact on women who are victims of abusive relationships.
6. Analyze the intersections between intimate partner violence and economic status, race, and sexual orientation.
7. Understand the theoretical frameworks that are used to analyze the behavior of intimate partner violence.
8. Identify the factors that changed the traditional criminal justice response to intimate partner violence.
9. Understand the statutory changes, specifically those that emerged in the 1970’s, regarding the responses of government agencies to intimate partner violence.
10. Analyze the consequences of intimate partner violence on victims, families, and the community.
11. Explore different forms of abuse, such as child abuse, and stalking.

**Course Delivery Mode**

This is a fully online course accessible only through FAU’s learning management system—Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password, click the following link for help. [**http://www.fau.edu/oit/accounts/index.php**](http://www.fau.edu/oit/accounts/index.php)

The course is organized into weekly modules with dates provided for each module. The course begins with a **START HERE** module that will familiarize you with the organization and navigation of the course. Each week you will open a new module to access the reading materials, PowerPoints, and other materials relevant to the week’s topic. Your assignments for each week will be listed within the module.

This course is designed as academic content and is meant to compliment the learner’s understanding of theory, life experience, expertise and/or interest in the criminal justice profession. This course may draw upon each learner’s experience with, or perceptions of, aspects of the criminal justice field in a combination of active engagement sessions guided by the instructor.

This specific classroom environment, the online environment, will be viewed as a “laboratory” for the discussion and experimentation of new techniques and the development of new skill sets designed to complement anyone’s understanding of the procedures involved in criminal justice. Each learner entering this course is strongly encouraged to fully participate, express their beliefs, insights, or opinions about the present-day criminal justice environment.

**Required Text and Materials**



Miller-Perrin, C.L., Perrin, R.D., & Renzetti, C.M. (2018). *Violence and maltreatment in intimate relationships*. Thousand Oaks, CA: Sage Publications, Inc.

ISBN-13: 978-1-5063-2381-7

**Technology and Computer Requirements**

**Minimum Technology Requirements for this Course**

Operating System

* A computer that can run Mac OSX or Win XP or higher

Peripherals

* A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

Software

* Other software may be required for specific learning modules, but the links to download and install it will be provided within the applicable module. You may also need headphones with a microphone for Canvas Collaborate sessions.

**Minimum Technical Skills Requirements**

To be successful in this course you should be familiar with and be able to execute the following technological skills:

1. Basic skills in computer use: using copy/paste, using attachments, and taking screenshots
2. Internet skills: accessing websites, conducting research online, downloading/uploading files, and downloading/installing software
3. Basic Canvas LMS skills: Posting a discussion thread, replying to a discussion thread, accessing grades/rubrics, submitting assignments to an assignment link, opening links/files, and posting a blog or Wiki
4. Basic skills for Office programs: Creating/editing documents in Word and creating and editing PowerPoint presentations

**Important Note for Exams and Quizzes:**

**Respondus LockDown Browser** is a custom browser that locks down the testing environment within Canvas. This course utilizes Respondus LockDown Browser for all assessments (i.e. quizzes and exams).

Please visit Special Testing Instructions within Lessons to make sure you review information regarding special software/hardware you'll need to take your quizzes and exams. **Please note that there is no password required**, you will not be able to take the exam with a regular browser (i.e. IE, Chrome, Firefox), and you will need to install Respondus browser on your personal computer. Before you take a quiz or exam, you will need to close all applications on your computer, open Respondus LockDown Browser and log into Blackboard to complete and submit the quiz and/or exam.  You will not use Respondus LockDown Browser for any purpose other than completing this online course's quizzes or exams.

Before installing and downloading Respondus LockDown Browser, please read System Requirements, installation, and Terms and conditions @ <http://www.respondus.com/lockdown/download.php?id=316132859> .

To download Respondus LockDown Browser, paste the following url within your browser: <http://www.respondus.com/lockdown/download.php?id=316132859>

To practice using Respondus LockDown Browser, complete the syllabus quiz to ensure your computer is compatible with this testing system. Please be aware that you will be unable to access learning units without passing the syllabus quiz with a score of 100%. You will have unlimited attempts.

**Technical Support**

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Please take the following steps when a problem occurs:

1. Contact the eLearning Success Advisor for assistance:
eLearning Success Advisor - 561-297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, visit <http://ccm.net/faq/141-how-to-take-a-screenshot-on-windows-mac-and-linux>
3. Complete a Help Desk ticket <https://helpdesk.fau.edu/TDClient/Home/> . Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
	1. Select “Canvas (Student)” for the Ticket Type.
	2. Input the Course ID.
	3. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
	4. Attach the Print Screen file, if available.
4. Send a message to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
6. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.

**Course Assessments, Assignments, Grading Policy, and Course Policies**

**Course Evaluation Method**

***Introductions and syllabus quiz:***

You will post an introduction in the student introductions discussion board and take a syllabus quiz. The syllabus quiz can be taken as many times as necessary to achieve 100%. Students will not be able to access the learning units until this quiz has been completed!

***Chapter Quizzes: (20% of Grade)***

There will be 10 online quizzes given on specified weeks throughout the semester (please see course schedule). The quizzes will appear in your **Canvas** under each of the respective **Learning Modules.** You will be given **25 minutes** to complete the quiz. The quiz will be available on Mondays @ 12:01 am in the morning and remain until the following Sunday at 11:59 pm. The quizzes are comprised of 10 questions from the readings and notes (multiple choice, fill in the blank and/or true-false) and are indicative of the types of questions you can expect on the exams.

**Note:** To access the quizzes, you will need to install the Respondus Lockdown Browser software. Instructions for downloading and using Respondus Lockdown Browser are included in this syllabus, and in the Canvas quiz instructions.

***Discussion Questions: (10% of Grade)***

There will be 5 discussion questions throughout the semester (please see course schedule). You will be asked to post an original submission to the discussion board under the respective Learning Modules and reply to at least 2 other student’s posts with a substantive response. A substantive response adds value to the discussion by bringing new ideas, research, evidence, etc. to the conversation. “I agree,” “Ditto” and the like are not acceptable replies. Rules of Netiquette are followed. Replies are not texts with your friends. Full sentences and proper spelling are expected.

Ensure that postings are detailed responses to each question and that course and chapter content are applied in your discussion responses. For example, consider taking a new approach in presenting chapter content, cite new examples, present external research (paraphrase, avoid unnecessary and/or lengthy quotations; **do not plagiarize, cite references (citations must be in written in APA format and style)**. ***For maximum points, please reference external research or examples***. All original posts must be submitted by 11:59pm on Sunday the week the discussion questions are assigned. Responses to peers are due at 11:59pm on Sunday those weeks, as well.

* To allow other learners time to respond, you are encouraged to post your initial responses in the discussion area by midweek (Thursday @ 11:59 pm). Comments to other learners’ posts are due by Sunday @ 11:59 pm (eastern time zone).

***Essay Assignment: (20% of Grade)***

There will be one **assessment** given this the semester in the form of an **essay**. You are required to write an essay between 1,000-1,500 words in length, not to include your abstract, cover page and reference page. The essay will be written in [APA format and style](http://libguides.fau.edu/content.php?pid=55096&sid=403345). **For maximum points, please reference external research or examples.** The essay is due by 11:59pm on Sunday of the week it is assigned (refer to course schedule). As you can see from the weight distribution below, the essay will be worth 20% of your grade.

* *Please refer to the assessment rubric provided in order to write a successful essay.*

***Course Examinations: (50% of Grade)***

* Examinations will be based on readings, lectures, quizzes, and class discussions.
* **During Exam week, exams will be posted @ 12:01 am on Monday and end @ 11:59 pm the following Sunday.** There will be two (2) exams given throughout this semester. Each exam will be worth 25% of your grade.
* The exams will include multiple choice, true/false and/or fill in the blank questions.
	+ - * The exams will consist of 50-60 multiple choice, true/false and/or short answer questions. The exams are not cumulative.
			* Exams will be taken online in the Canvas Learning Management System. Test will be timed, e.g., you will be given 75 minutes to complete the exam. **NOTE: You cannot take breaks once you have started the exam. It must be completed within the 75-minute allotted time period. (Go back to Course Delivery Mode and familiarize yourselves with Respondus LockDown Browser! You will NOT be able to take the exams without it!)**
			* **Makeup exams** will be provided **ONLY** for students who have a university recognized excused absence.

**Your final grade will be based on the following weighted distribution:**

|  |  |
| --- | --- |
| **ACTIVITY** | **WEIGHT** |
| Exam #1                                                           | 25% |
| Exam #2                                                          | 25% |
| Discussion Board/Participation | 10% |
| Quizzes | 20% |
| Essay Assessment | 20% |
| **TOTAL** | **100%** |

**Grading Scale**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Totalpoints | 100-94 | 93-90 | 89-87 | 86-84 | 83-80 | 79-77 | 76-74 | 73-70 | 69-67 | 66-64 | 63-60 | <60 |
| Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |

**Note:**  I will **NOT** curve nor barter your grade at the end of the semester. Be sure to check your grades on a weekly basis so there are no surprises at the end of the semester!

***Extra Credit Opportunities:***

Throughout the course, the instructor *might* offer one or two extra credit opportunities. The class will receive an e-mail informing them of a possible extra credit assignment and the requirements to gain extra points.

***Late Assignments***

Late work will not be accepted without a university recognized excuse. Students must e-mail me to inquire whether or not late work will be accepted.

***Missing Exams***

Students **MUST** talk with the Instructor either prior to the date of the exam OR immediately following the exam in order to schedule a makeup. All makeup exams **MUST** be scheduled within one week of the original exam.

Makeup exams will be provided for students who have a university recognized excused absence. If the absence is not recognized by the university, the student will not be permitted to make up the exam and will receive a zero for that exam.

***Incomplete Grade Policy Statement***

The University policy states that a student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete (“I”). The assignment of the “I” grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

***Code of Academic Integrity Policy Statement***

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](http://www.fau.edu/regulations/chapter4/index.php).

[Plagiarism](http://libguides.fau.edu/c.php?g=325629&p=2352760) is unacceptable in the University community. Academic work that is submitted by students is assumed to be the result of their own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one’s own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source!

***Anti-plagiarism Software***

Written components of any assignment or project may be submitted to anti-plagiarism software to evaluate the originality of the work. Any students found to be submitting work that is not their own will be deemed in violation of the University’s honor code discussed above.

***Attendance Policy***

Since the course is delivered online, you are expected to access the course **at least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in readings, postings, etc. If you are experiencing major illnesses, absences due to university duties, or other large-scale issues, contact me immediately to formulate a resolution (if possible).

Consult your schedule for the quiz and exam dates. I have provided you with the schedule below. **Please, understand this is a Fully Online** course that you are enrolled.The schedule is for you as a guidance tool to manage your time appropriately. Follow it and you should be fine, but please do not get behind.

***Etiquette and/or Netiquette Policy***

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism; however, remember you are adult students and professionals—your communication should be appropriate. You are expected to use correct spelling and grammar and write in complete sentences. Also, please note that in the online environment you do not have the advantage of voice inflection or gestures. As a result, sarcasm can come across very negative, so this form of communication should be avoided. When conducting peer reviews or responding to classmates’ posts, remember that you are responding to the ideas of the writer: keep your communication professional and on-topic.

For more in-depth information, please see the FAU statement on Netiquette <http://www.fau.edu/oit/student/netiquette.php>

***Disruptive Behavior Policy Statement***

Disruptive behavior is defined in the FAU Student Code of Conduct as *“... activities which interfere with the educational mission within classroom.”* Students who behave in the classroom such that the educational experiences of other students and/or the instructor’s course objectives are disrupted are subject to disciplinary action. Such behavior impedes students’ ability to learn or an instructor’s ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor’s expectations for classroom conduct.

For more information, please see the FAU Student Conduct Policy <http://www.fau.edu/studentconduct/>

**Communication Policy**

**Expectations for Students**

**Announcements**

* You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.

**Email**

* You are responsible for reading all of your course email and responding in a timely manner.

**Course-Related Questions**

* Post course-related questions to the FAQ discussion board. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question; it may have already been asked and answered in previous posts.

**Instructor’s Plan for Classroom Response Time & Feedback**

**Email Policy**

* Except for Saturdays, Sundays, and holidays, instructor typically, will respond to messages within 48 hours.

**Assignment Feedback Policy**

* Feedback will be provided on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which will be communicated to students by the instructor.

**Course-Related Questions**

* Except Saturdays, Sundays, and holidays, questions will, generally, be answered by instructor within 48 hours.

**Support Services and Online Resources**

|  |  |
| --- | --- |
| Office of Information Technology Online Help Desk: | [Link to FAU Help Desk](http://helpdesk.fau.edu/) |
| FAU Libraries: | [Link to FAU Library](http://www.fau.edu/library/) |
| Center for Learning and Student Success: | [Link to FAU Center for Learning](http://www.fau.edu/class) |
| University Center for Excellence in Writing: | [Link to FAU Excellence in Writing](http://www.fau.edu/UCEW)  |
| Office of Undergraduate Research and Inquiry: | [Link to FAU Undergraduate Research](http://www.fau.edu/ouri) |
| Student Accessibility Services: | [Link to FAU Student Accessibility Services](http://www.fau.edu/sas)  |

**Faculty Rights and Responsibilities**

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

* To establish and implement academic standards.
* To establish and enforce reasonable behavior standards in each class.
* To refer disciplinary action to those students whose behavior may be judged to be disruptive under the Student Code of Conduct.

Instructor reserves the right to adjust this syllabus as necessary.

**Selected University and College Policies**

***Accessibility Policy Statement***

“In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 111F (561-799-8585) —and follow all SAS procedures.”

Student Accessibility Services serves students under the auspices of the Division of Student Affairs in compliance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act as Amended of 2008. Student Accessibility Services' consultants can provide details about the services listed in this pamphlet and are available to meet with prospective students. Interested individuals are encouraged to contact Student Accessibility Services by phone, letter, e-mail, or in person.

***Grade Appeal Process***

A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

* There was a computational or recording error in the grading.
* Non-academic criteria were applied in the grading process.
* There was a gross violation of the instructor’s own grading system.
* Procedures for a grade appeal may be found in Chapter 4 of the University Regulations <http://www.fau.edu/regulations/chapter4/index.php>.

***Religious Accommodation Policy Statement***

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments.  For further information, please see [Academic Policies and Regulations](http://www.fau.edu/academic/registrar/FAUcatalog/academics.php).

***University Approved Absence Policy Statement***

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student’s responsibility to notify the course instructor at least one week prior to missing any course assignment.

***Drops/Withdrawals***

Any student who decides to drop is responsible for completing the proper paperwork required to withdraw from the course. <http://www.fau.edu/registrar/registration/faqs.php>

**Course Outline**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MODULES** | **DATES** | **TOPIC** | **READ/LISTEN/VIEW** | **TO DO** |
| **STARTHERE** | Monday January 8, 2018 – Sunday January 14, 2018 | Introduction to Course | SyllabusCourse ScheduleInstructor Introduction | * Post student intro
* Orientation Quiz
 |
| **1** | Monday January 8, 2018 – Sunday January 14, 2018 | Chapter 1: History & Definitions of Intimate Violence and Maltreatment | Chapter 1 Reading PowerPoint Video Clip | * Quiz #1
 |
| **2** | Monday January 15, 2018 – Sunday January 21, 2018 | Chapter 2: Methods & Perspectives in VMIR  | Chapter 2 ReadingChapter 2 PowerPointWeb Page | * Discussion #1
 |
| **3** | Monday January 22, 2018 – Sunday January 28, 2018 | Chapter 3: Child Physical Abuse (Part I) | Chapter 3 Reading Chapter 3 PowerPoint Web Page | * Quiz #2
 |
| **4** | Monday January 29, 2018 – Sunday February 4, 2018 | Chapter 3: Child Physical Abuse (Part II) | Chapter 3 Reading Review Chapter 3 PowerPoint Review | * Discussion #2
 |
| **5** | Monday February 5, 2018 – Sunday February 11, 2018 | Chapter 4: Child Sexual Abuse  | Chapter 4 Reading Chapter 4 PowerPointVideo  | * Quiz #3
 |
| **6** | Monday February 12, 2018 – Sunday February 18, 2018 | Chapter 5: Child Neglect (Part I) | Chapter 5 Reading Chapter 5 PowerPoint Web Page | * Quiz #4
 |
| **7** | Monday February 19, 2018 – Sunday February 25, 2018 | Chapter 5: Child Neglect (Part II) | Chapter 5 Reading ReviewChapter 5 PowerPoint Review | * Discussion #3
 |
| **8** | Monday February 26, 2018 – Sunday March 4, 2018 | Midterm Exam  | Review material from modules 1 - 7 | * Exam #1 (based on chapters 1- 5)
 |
| **9** | Monday March 12, 2018 – Sunday March 18, 2018 | Chapter 6: Child Psychological Maltreatment | Chapter 6 ReadingChapter 6 PowerPointVideo | * Quiz #5
* Discussion #4
 |
| **10** | Monday March 19, 2018 – Sunday, March 25, 2018 | Chapter 7: Abuse in Adolescent & Emerging Adult Relationships: Peer Sexual Harassment, Sexual Assault, Dating Violence, & Stalking | Chapter 7 ReadingChapter 7 PowerPointVideo Link | * Quiz #6
* Essay Assessment
 |
| **11** | Monday March 26, 2018 – Sunday April 1, 2018 | Chapter 8: Intimate Partner Abuse in Adult Relationships: Focusing on Victims | Chapter 8 ReadingChapter 8 PowerPointWeb Page | * Quiz #7
 |
| **12** | Monday April 2, 2018 – Sunday April 8, 2018 | Chapter 9: Intimate Partner Abuse in Adult Relationships: Focusing on Perpetrators | Chapter 9 ReadingChapter 9 PowerPoint | * Quiz #8
* Discussion #5
 |
| **13** | Monday April 9, 2018 – Sunday April 15, 2018 | Chapter 10: Intimate Abuse of People with Disabilities & the Elderly | Chapter 10 ReadingChapter 10 PowerPoint | * Quiz #9
 |
| **14** | Monday April 16, 2018 – Sunday April 22, 2018 | Chapter 11: Societal Responses to VMIR: Some Concluding Thoughts | Chapter 11 ReadingChapter 11 PowerPointVideo | * Quiz #10
 |
| **15** | Monday April 23, 2018 – Sunday April 30 | Finals Week | Review material from modules 9 – 14  | * Exam #2 (based on chapters 6 – 11)
 |