



**Lakehead University, Orillia Campus
Department of Interdisciplinary Studies**

CRIM 4090 FDE: Family Violence

Fall 2021

Instructor name: Dr. Raika Abdulahad	Zoom Meeting MW Time 11:30 am-1:00 Pm
Email: raabdula@lakeheadu.ca (please do not email me through my CourseLink)	Office hours: MW 1:00-130 Pm or by an appointment.

Course Description

This is an advanced topic criminology course summarizing the most recent research on family violence and providing in-depth definitions and discussions about some of the most prevalent forms of family violence. It offers a critical analysis of theory, methodology, empirical scholarship, and best practices surrounding domestic violence, child abuse and neglect, parricide, elder abuse, stalking and sexual assault. Also, the class is on understanding the nature, causes, and consequences of family violence. The class will also examine criminal events, victim populations and experiences of victims in the criminal justice system.

Course Objectives

This course introduces the student to topics surrounding differing types of family violence that impact individuals and society-at-large. Upon successful completion of the course, students will be able to:

1. Define and identify the major types of family violence and how these issues impact individuals, families, and communities over the life course.
2. Discuss the major theoretical perspectives, methodologies, and statistical figures and consequences that are relevant in studying these types of social problems.
3. Produce an original piece of academic writing, including developing research questions, identifying relevant literature, and making structured arguments.

Student Learning Outcomes

By the end of the course, students will be able to:

- You will have a good grasp of the issues within the study of domestic violence (e.g., the forms and extent of domestic violence; realities of the resources available to survivors; changes in the social and legal responses to domestic violence).
- You will be able to apply several criminological theoretical perspectives to the study of family violence.
- You will understand domestic violence at the intersections of various social positions (e.g., class, race, gender, age, ability, sexual orientation). You will be able to think critically about issues within the area of domestic violence.
- You will be able to compare/contrast victim/perpetrator risk factors associated with various forms of domestic violence in society.
- You will grasp some of the dynamics and patterns of crime events; examine ethical issues and personal values in working with the victims and perpetrators of violence.
- Critically assess various foundational theories and concepts in the study of victimology; reflect on how experiences of victimization are often shaped by social positioning, with reference to the role of intersectionality.
- You will be able to apply the knowledge of family violence in the development of prevention and intervention programs.

Required Text

Gosselin, D. (2019). Heavy hands: an introduction to the crimes of family violence. Upper Saddle River: Pearson-Prentice Hall.

Students are expected to read beyond the materials suggested in the course outline. Supplementary materials will be made available on D2L.

Course Evaluation

Component	Value	Due Date
Chapter Review	8% x3=24% (2-3 pages).	Starting second week of the class
Reflection Paper	15% (3 pages)	Oct. 22
Short Essay	20% (4 pages)	Nov. 15
Participation	10%	
Position Paper	31% (6-8 pages)	Dec. 12
All assignments should be in 12- point font Times New Roman		

Chapter Review

Each student will deliver a ten-minute presentation three times during the semester to present a chapter of the required book every time. Each presentation should summarize the reading and highlight the theoretical approaches of the chapter. Also, to address the following questions: What is the specific aim of the chapter? Does it say anything new and/or important? What problems with the chapter can you identify? Moreover, you will give at least two issue/concept etc. that you found interesting in the reading and briefly explain why you found it interesting. Finally, you will introduce a minimum of two questions for class discussion. Do not forget to start with introduction and end with conclusion, using headings and subheadings. A randomization method through D2L will be used to assign specific chapters for each student. Presentations will start by week 2 of the semester.

Reflection Paper

Locate one article on any aspect of family violence that has been published in a popular magazine or newspaper.

Discuss your chosen article by writing a 4-page critical review based on the following questions:

1. What is the implicit or explicit definition of family violence in the popular media?
2. According to your article, how common is family violence?
3. What was done to the offender? For the victim?
4. What treatment or prevention program is recommended in the article?
5. How do you estimate the value of this article, particularly from a criminal justice perspective?

Short Essay

Assignment Instructions: What is the controversy that exists between the child abuse model and the spousal abuse model, in relation to how they are used to address the needs of the older victim?

Position Paper

Students are required to prepare a position paper on any topic in of the course. The purpose of a position paper is to generate support on an issue. It describes a position on an issue and the rational for that position. (Further instructions will be posted online during second week of class).

Schedule

Dates	Readings
September 7-10	Ch 1: Global violence against women
September 13-17	Ch 2: History of violence in the family
Sep. 20-24	Ch 3: Focus on research
Sep. 27-Oct1	Ch 4: Introduction to child abuse and neglect
Oct. 4-8	Ch 5: Investigating child abuse
Oct. 11-15	Thanksgiving and Study Week Break
Oct. 18-22	Ch 6: Adolescent and young adult victimization Ch 7: Adolescent Perpetrators Reflection paper due
Oct. 25-29	Ch 8: Intimate partner violence Ch 9: LGBTQ Partner abuse
Nov. 1-5	Ch 10: Abuse in later life
Nov. 8-12	Ch 11: Adult perpetrators
Nov. 15-19	Ch 12: The police response to intimate partner violence Short Essay due
Nov. 22-26	Ch 13: Stalking and homicide
Nov. 29-Dec 3	Ch14: The court response to intimate partner violence
Dec. 12	Position Paper due

Grading scale

The official Lakehead University grading scale is as follows: A+ = 90-100%, A = 80-89%, B = 70-79%, C = 60-69%, D = 50-59%, E Failed = 40-49%, F Failed = 1-39%, F Academic Dishonesty = 0%.

Academic integrity and plagiarism

Students are expected to know the University Regulations and, in particular, to heed the Student Code of Conduct on Academic Integrity:

<https://www.lakeheadu.ca/sites/default/files/uploads/106/Student%20Code%20of%20Conduct%20-%20Academic%20Integrity.pdf>

Plagiarism is a serious offense. Nevertheless, every year I find students who have committed plagiarism in their work—some on purpose and others by accident. The consequences, however, are the same: I will report any case of suspected plagiarism or other form of academic dishonesty, as I am obligated to do, and a grade of zero at a minimum will be assigned to the work. If, after reading the Student Code of Conduct linked above, you are still unsure whether you may be plagiarizing or committing an act of academic dishonesty, contact me to ask.

Disability accommodation

If you have a disability that requires accommodations, I strongly encourage you to make use of those accommodations. I am here to assist you, but need your help in ensuring that I accommodate you properly. More generally, Lakehead University is committed to maintaining a barrier-free environment so that students with disabilities can fully access programs, courses, services, and activities. Student Accessibility Services (SAS) coordinate services and facilitates reasonable academic accommodations for students with disabilities. Academic accommodations are provided on the basis of documentation of a disability. Additional information is available at the following campus website:

<https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas>

Lakehead University Resources

If you find yourself having difficulty with the course material or any other difficulties in your student life, do not hesitate to ask for help. Come to me, or if it is about an issue beyond this class, please contact your academic advisors or get help from any number of other support services on campus, including:

The Student Success Centre has many programs and support services in place to help you achieve your academic and personal goals while studying at Lakehead University. They provide academic support through tutoring services, career exploration, cooperative opportunities, and leadership development. More information is available here <https://www.lakeheadu.ca/current-students/student-success-centre>.

The Lakehead University Library provides access to resources, study rooms, and research support both online (via chat) and in person. More details are available here:

<https://library.lakeheadu.ca/>.

Public Computer Labs are available on campus, where you may write and print out your work. For more details, go to: <https://www.lakeheadu.ca/faculty-andstaff/departments/services/helpdesk/computer-labs>.

Student Life and Services offers health and wellness resources both on and off campus, as well as opportunities for involvement in health and wellness activities. More information is available here: <https://www.lakeheadu.ca/current-students/student-services/or>.

The Office of Human Rights and Equity: You have the right to an education that is free from any form of discrimination. A wide variety of resources are available here: <https://www.lakeheadu.ca/faculty-and-staff/departments/services/human-rights-and-equity/resources>.