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American Public University System
The Ultimate Advantage is an Educated Mind

School of Security & Global Studies
CMRJ322
Crime and the Family
3 Credit Hours
8 Weeks
Prerequisite(s): None

(Note to Students: The course materials, assignments, learning outcomes, and expectations in this upper level undergraduate course assume that the student has completed all lower level general education and career planning coursework necessary to develop research, writing, and critical thinking skills. Students who have not fulfilled all general education requirements through courses or awarded transfer credit should strongly consider completing these requirements prior to registering for this course.)

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Instructor Information

**Instructor:** See information provided in the Syllabus link in the classroom

**Email:** Please use internal classroom messaging system.

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Course Description (Catalog)
This course assesses the problems associated with domestic violence and also explores into the social, economic, political, and cultural stereotypes of causation. There will be an examination of the relationship between family life and anti-social behavior. A review of various theories as well as research regarding the effect of family structure, marital conflict, parental anti-social behavior, and parent’s childrearing practices on a child’s risk for conduct problems and delinquency are assessed. Adult anti-social behavior is also explored in terms of showing how various family socialization processes and childhood behavior problems influence probability of later adult crime. Students will also evaluate the aspects of gender, race, ethnicity and socioeconomic status of victims of family abuse and their perpetrators.

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Course Scope

This course is divided into 8 weeks and is organized to give students a broad context in which to study the history, theories, and responses to society’s most basic institution. It will include an analysis of the role the family has in delinquency; its effects on peer pressure and anti-social behavior. Instruction is primarily textbook driven with accompanied online classroom weekly forums.

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Course Objectives (CO)

After successfully completing this course, you will be able to:

CO1: Paraphrase what is meant by the so-called global perspective pertaining to the history of violence in the family.

CO2: Describe the differing types of family violence including psychological abuse, neglect and the possible effect of each.

CO3: Summarize the theories culture of violence theory and gender-role theory as they may pertain to the cause of family violence including biological, gender-role, and social learning.

CO4: Critique the significance of domestic violence in influencing the court in making determinations on which parent will have custody of minor children.

CO5: Examine the possible problems associated with Munchausen Syndrome by Proxy.
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CO6: Compare and contrast the factors that may affect the consequences of child abuse: Characteristics of the child, Type of trauma, Type of abuse or neglect, Co-occurrences of types of abuse and neglect, Relationship.

CO7: Explain the controversy that exists between the child abuse model and spousal abuse model, in relation to how they are used to address the needs of the older victim?

CO8: Generalize about how education groups about men who batter frequently use the power and control wheel developed by the Duluth model to illustrate the elements of a battering relationship.

CO9: Justify why a mandatory arrest policy may be better than a pro-arrest policy pertaining to an officer responding to a domestic violence call using research findings and the criteria that no one appears to be physically harmed upon arrival.

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Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

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Resources

Required Text

Required Readings:

There will be handouts posted with the weekly reading assignments in PDF format.

ISBN-10: 1-4338-0562-6 (spiral bound)

In addition to the required course texts the following public domain Websites are useful. Please abide by the university’s academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.
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**Evaluation Procedures**

Your final grade in this course will be based on the following course requirements:

1. **Graded Introduction:** This is a graded requirement. This forum is to invite you to accomplish two things: 1) build peer-to-peer relationships by introducing oneself and one’s background to the class; 2) articulate individual student learning goals and/or expectations for the class. There is a 250 word requirement for your introduction post.

2. **Essay Writing Assignments:** During weeks 2, 4, and 6, each student is required to write a 3-5 page paper (excluding reference and face page) on a topic assigned. That means 3-5 pages of topic/content. The paper must be in APA 6th edition format. There must also be 2 references in addition to the text book. All assignments must be in MSWord format and uploaded to the classroom.

3. **Mid-Term Examination:** A mid-term exam is required. The mid-term exam is an open book exam with no time limit. The exam will be posted in the electronic classroom at the beginning of week 4. Chapters and materials addressed up to and including Week 4 will be on this exam. Students must complete the exam inside the electronic classroom and submit the exam by the end of week 4.

4. **Final Examination:** The final exam will be an open book exam that is designed to test the student’s knowledge of the subject matter based on materials covered in the course. The final exam will be posted at the beginning of week 8 and is required to be taken within the electronic classroom and submitted by the end of the course.

5. **Forum Questions and Responses to Other Students Work Weeks 1, 2, 3, 4, 5, 6, 7 and 8:** Each student will be required to answer the weekly forum question and respond to at least two other students. The forum questions can be found on the Forum Board. Students will be required to post their weekly forum question response to the proper forum board. Students will follow posting instructions in the classroom pertaining to forum due dates and number of words required in posts.

Classroom participation is necessary for distance education. This is not a correspondence course you will have to interact with your fellow students and your professor. The more interaction that we achieve will increase our knowledge of each other, the course material, and the learning process.
It is imperative that the student stays in contact with the professor and university. If your work schedule changes, or you are deployed, a family emergency occurs, or anything that will cause your course assignments to be late. You must make contact with the class professor. The class professor will work out a personal class completion schedule with the student. It is the student’s responsibility to advise the professor of any changes that will cause course assignments to be late. It is the instructor’s discretion to either deny or grant an extension based on information that is provided to the class professor.

Students should log into the classroom several times a week and check forum boards and emails. If the student fails to communicate or stay in contact with the course professor they may be dropped or fail the course. It is strongly suggested to communicate openly and freely with the course professor. If you need anything, communicate with the course professor first to work out any problems.

The points earned on course assignments will determine the course grade. The final grade in the course will be based on total points. Grades will be assigned based on the following term composite scores:

<table>
<thead>
<tr>
<th>Grade Instruments</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Graded Introduction</td>
<td>01%</td>
</tr>
<tr>
<td>Essay Writing Assignments</td>
<td>25%</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Forums</td>
<td>24%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading Scale

Please see the Student Handbook to reference the University’s grading scale.
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## Course Outline

### 8 Week Course

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Learning Objectives</th>
<th>Readings</th>
<th>Assignment</th>
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</table>
| 1    | Introduction to violence in the family | Paraphrase what is meant by the so-called global perspective pertaining to the history of violence in the family. Describe the differing types of family violence including psychological abuse, neglect and the possible effect of each. | **Text Readings:**  
Chapter 1 - Global violence against women  
Chapter 2 - History of violence in the family  
Articles Located in Weekly Lessons | **Forum #1**  
**Student Introduction Post** |
| 2    | Research and theories on family violence and child abuse | Summarize the theories *culture of violence theory and gender-role theory* as they may pertain to the cause of family violence including biological, gender-role, and social learning. Critique the significance of domestic violence. | **Text Readings:**  
Chapter 3: Focus on research and theory  
Chapter 4: Child abuse  
Articles Located in Weekly Lessons | **Forum #2**  
**Assignment #1** |
| 3 | Investigating abuse and adolescent perpetrators | Examine the possible problems associated with Munchausen Syndrome by Proxy. Compare and contrast the factors that may affect the consequences of child abuse: *Characteristics of the child, Type of trauma, Type of abuse or neglect, Co-occurrences of types of abuse and neglect, Relationship.* | **Text Readings:**  
Chapter 5 - Investigating child abuse  
Chapter 6 - Adolescent perpetrators  
Articles Located in Weekly Lessons | **Forum #3** |
|---|---|---|---|---|
| 4 | Intimate Partner Violence | Describe the differing types of family violence including psychological abuse, neglect and the possible effect of each. Summarize the theories *culture* | **Text Readings:**  
Chapter 7 - Intimate partner violence  
Chapter 8: Gay and lesbian partner abuse  
Articles Located in *No forum this Week* | **Assignment #2**  
**Complete Midterm Examination** |
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<table>
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<tr>
<th>Week</th>
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<th>Assignment Topic</th>
<th>Text Readings</th>
<th>Forum</th>
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</thead>
</table>
| 5    | Abuse through the ages and adult perpetrators | Explain the controversy that exists between the child abuse model and spousal abuse model, in relation to how they are used to address the needs of the older victim. | **Text Readings:**  
Chapter 9 - Abuse later in life  
Chapter 10 - Adult Perpetrators  
Articles Located in Weekly Lessons | **Forum #4** |
| 6    | Police response to family abuse including | Justify why a mandatory arrest policy may be better than a | **Text Readings:**  
Chapter 11 – The police response to | **Forum #5**  
**Assignment #3** |
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<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading/Activity</th>
<th>Learning Objectives</th>
<th>Assignments</th>
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<tr>
<td>7</td>
<td>Stalking and homicide</td>
<td>Pro-arrest policy pertaining to an officer responding to a domestic violence call using research findings and the criteria that no one appears to be physically harmed upon arrival.</td>
<td>- Intimate partner violence&lt;br&gt;- Chapter 12 - Stalking and homicide&lt;br&gt;- Articles Located in Weekly Lessons</td>
<td>Forum #6</td>
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<td>8</td>
<td>Court response to family violence</td>
<td>Justify why a mandatory arrest policy may be better than a pro-arrest policy pertaining to an officer responding to a domestic violence call using research findings and the criteria that no one appears to be physically harmed upon arrival.</td>
<td><strong>Text Readings:</strong>&lt;br&gt;- Chapter 13: Court response to intimate partner violence&lt;br&gt;- Articles Located in Weekly Lessons</td>
<td>No Forum this Week&lt;br&gt;<strong>Complete Final Examination</strong></td>
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**Policies**

Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

- Drop/Withdrawal Policy
- Plagiarism Policy
- Extension Process and Policy
- Disability Accommodations
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Writing Expectations

All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- 12-point font Times New Roman style.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow APA guidelines. This course will require students to use the citation and reference style established by the American Psychological Association (APA), in which case students should follow the guidelines set forth in Publication Manual of the American Psychological Association (6th ed.). Washington, D.C.: American Psychological Association.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Deductions:

Late forum posts can be penalized up to 5 points per day

Late assignments can be penalized up to 5 points per day

Netiquette
Online universities promote the advance of knowledge through positive and constructive debate—both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and flaming. Such activity and the loss of good manners are not acceptable in a university setting—basic academic rules of good behavior and proper Netiquette must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the forum of others.

❖ Technology Limitations: While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

❖ Humor Note: Despite the best of intentions, jokes and—especially—satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add emoticons to help alert your readers: ;(-), : ), 😊

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

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Online Library

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

• Charles Town Library and Inter Library Loan: The University maintains a special library with a limited number of supporting volumes, collection of our
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professors’ publication, and services to search and borrow research books and articles from other libraries.

- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

**Request a Library Guide for your course**  

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.

- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111) or class name.

If a guide you need isn't available yet, let us know by emailing the APUS Library: librarian@apus.edu

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**Turnitin.com**

- **Turnitin.com:** Turnitin.com is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This
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