

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

|   |           |   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
|---|-----------|---|----|--|--|--|--|--|--|--|--|--------------------|-----------|---|--|
| <b>Course Code and Number:</b> CRIM 217   |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>  |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Course Full Title:</b> Family Violence<br><b>Course Short Title:</b> Family Violence   |           |   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Faculty:</b> Faculty of Social Sciences  |           | <b>Department/School:</b> CRIM  |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Calendar Description:</b><br>Introduces the phenomena of family (domestic) violence, such as child abuse, elder abuse, and "honour"-based violence, with a focus on intimate partner violence (IPV) in Canada. Prevalence rates, contrasting theoretical perspectives, consequences of family violence, and Indigenous and non-Indigenous criminal justice and community perspectives and strategies to prevent, intervene in, and respond to family violence are discussed.<br><br>Note: Students with credit for CRIM 214G cannot take this course for further credit. |           |   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Prerequisites (or NONE):</b>   |           | 9 university-level credits.   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Corequisites (if applicable, or NONE):</b>   |           |   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>   |           |   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>CRIM 214G</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>  |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%;"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>  |           | Lecture/seminar   | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar   | 45        |   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
|   |           |   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
|   |           |   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
|   |           |   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
|   |           |   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Total hours</b>  | <b>45</b> |   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>   |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Department approval</b>  |           | <b>Date of meeting:</b> September 10, 2025  |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Faculty Council approval</b>   |           | <b>Date of meeting:</b> October 10, 2025  |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Undergraduate Education Committee (UEC) approval</b>   |           | <b>Date of meeting:</b> December 19, 2025   |    |  |  |  |  |  |  |  |  |                    |           |   |  |

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Describe the prevalence and forms of intimate partner violence in Canada.
2. Articulate theoretical explanations of intimate partner violence.
3. Critique the criminal justice system response to intimate partner violence.
4. Examine the over-representation of family violence among Indigenous populations due to colonization, residential schools, and the intergenerational transmission of trauma.
5. Discuss the prevalence, major forms, and theoretical explanations for other forms of family violence, including child abuse, elder abuse, and "honour"-based violence in Canada.
6. Identify strategies, programs, or other initiatives to reduce risk for family violence, including Indigenous-led initiatives.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

|              |     |          |     |                        |     |
|--------------|-----|----------|-----|------------------------|-----|
| Assignments: | 30% | Project: | 20% | Quizzes/tests/midterm: | 25% |
| Final exam:  | 25% |          | %   |                        | %   |

**Details:**

Assignments include term paper outlines, term papers, and in-class activities. The project is a case study assignment. Exams include a midterm and final exam.

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, discussion, guest lecturers.

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

| Type       | Author or description | Title and publication/access details  | Year |
|------------|-----------------------|---|------|
| 1. OER     | Conroy                | Family violence in Canada: a statistical profile 2018   | 2019 |
| 2. Article | Goulet et al.         | Understanding the environment: domestic violence and prevention in urban Aboriginal communities. <i>First Peoples Child &amp; Family Review</i> , 11(1): 9-23.  | 2016 |
| 3. Article | Aujla                 | "It was like sugar-coated words": revictimization when South Asian immigrant women disclose domestic violence. <i>Affilia: Journal of Women and Social Work</i> , 36(2): 182-203.                                 | 2021 |
| 4. Article | McDonald              | The mistreatment of older Canadians: findings from the 2015 national prevalence study. <i>Journal of Elder Abuse &amp; Neglect</i> , 30(3): 176-208.  | 2018 |
| 5. Article | McKenzie et al.       | Disrupting the continuities among residential schools, the Sixties Scoop, and child welfare: an analysis of colonial and neocolonial discourses. <i>The International Indigenous Policy Journal</i> , 7(2): 1-24. | 2016 |

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)*

Not applicable

**Course Content and Topics**

- Definitions and prevalence of IPV
- Nature and outcomes of IPV in equity-seeking populations, including Indigenous peoples, immigrants to Canada, 2S/LGBTQIA+ populations, and individuals with disabilities
- Theories and typologies of IPV
- Definition and prevalence of stalking and criminal harassment
- Definition and prevalence of strangulation
- Consequences of IPV for victims and children and barriers to reporting victimization
- Police responses to IPV
- Court and community responses to IPV
- Elder abuse
- Child abuse
- Sexual violence
- "Honour"-based violence