

San José State University
Department of Justice Studies
JS136 Family and Community Violence, Fall 2009

Instructor:	Danielle A Harris PhD
Office Location:	BT 455
Telephone:	408 924 2968
Email:	dharris@casa.sjsu.edu
Office Hours:	Tuesdays 9-11am; 2-4pm
Class Days/Time:	Tuesdays and Thursdays 12:00 – 1:15pm
Classroom:	MacQuarrie Hall 526
GE/SJSU Studies Category:	Area S
Prerequisite	Have passed the Writing Skills Test (WST), have upper division standing (56 units), have completed all CORE GE classes, and have successfully completed 100W.

Course Description

This course examines abusive relationships, community responses, justice system policy, and preventive interventions. Specific topics include child physical and sexual abuse, neglect, and exploitation; juvenile delinquency and gang involvement; intimate partner violence, spousal abuse, battered women syndrome; marital, date, acquaintance, and stranger rape; elder and dependent adult abuse; violence in same sex relationships; and hate crime.

GE/SJSU Studies Learning Outcomes (LO), if applicable

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

LO1 describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation disability, age) are shaped by cultural and societal influences within contexts of equality and inequality; (CLO 1 & 3)

LO2 describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.; (CLO 2)

LO3 describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) (CLO 4 & 5)

LO 4 recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S. (CLO 5 & 6)

Course Content Learning Outcomes

1. define and differentiate the abuse of power and the use of violence based upon gender, ethnicity, race, religion, class, sexual orientation, disability and age
2. identify how historical, social, psychological, economic and political factors have influenced the recognition of and response to each type of abusive relationship,
3. review current knowledge about the consequences of violence and effects on victims from diverse backgrounds,
4. develop self-awareness about their own prejudicial attitudes and behaviors that tolerate and promote abusive relationships,
5. explore and evaluate ways that individuals from diverse backgrounds and communities can prevent and intervene in each type of abusive and violent relationship,
6. Critique the current justice system response and propose ways in which greater equality and justice can be achieved in each type of abusive relationship. This involves reviewing:
 - (a) statutory laws,
 - (b) role of law enforcement,
 - (c) proceedings within criminal, family and juvenile courts
 - (d) auxiliary services offered by child protective, victim's advocates and family court agencies

Required Texts/Readings

Textbook

Wallace, H. (2008). *Family violence: Legal, medical and social perspectives*. 5th Edition. Boston, Allyn & Bacon.

American Psychological Association (APA) (2007) *Publication Manual of the APA*. 5th Edition. Any APA reference guide (published since 2005) is acceptable.

Other Readings

Other materials including journal articles and book chapters are available via Blackboard.

Classroom Protocol

Caution regarding course content

The material covered in class is not hypothetical and often reflects the actual experiences shared by many individuals, including those enrolled in the course. It is not unusual for students to have experienced some of the abuses discussed. These personal associations may bring up strong feelings for students. If you feel the material is bringing up issues for you that are affecting your ability to be successful in the course, please take advantage of the University counseling center and/or visit with the instructor. Due to the nature of the

course, the instructor asks that students not bring children to class. The topics and audio-visuals used in class are not intended for children.

Instructor's Note on Communication

As you know, graduate school is a significant undertaking and requires a high level of commitment, time management, organization, and initiative. Thus, it is in your best interest to stay on top of the readings and keep in touch with the instructor. The best way to keep in touch is in-person during office hours, or at another time by appointment. If you cannot meet with me in person, I prefer that you email me. Emails will be responded to Tuesday through Thursday only. Please include a phone number and availability in all email communication.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, academic renewal, etc. Refer to the current semester's [catalog policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html> for any add/drop deadlines, policies, and procedures section and specific registration information. [Late drop policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Assignments and Grading Policy

In order to receive a grade for this course, **all** course requirements must be met. Failure to complete any one of them may result in a failing grade for the course.

Papers submitted after the due date will not be accepted without a university-accepted excuse and accompanying documentation.

Plagiarism will not be tolerated and will be reported.

Mid-term Paper (15%) A take-home written assignment about theories of family and community violence is due on Tuesday of Week 7. A one page outline of your paper is due on Tuesday of Week 4.

Final Paper (25%) A take-home written assignment about one of the contemporary controversies in family and community violence is due on Tuesday of Week 14. A one page outline of your paper is due on Tuesday of Week 12

Each paper will be 6-8 pages long (not exceeding 3000 words) and will utilize at least 5 scholarly sources. It will be written strictly according to APA style (including APA writing style, in-text citations, and referencing). This style includes but is not limited to the following requirements: third person, past tense, double spaced, single sided, Times New Roman 12" font. Specific topics will be discussed in class.

Each outline will contain a clearly worded research question, a paragraph explaining some of the main points you hope to make in your paper, and the APA references of at least three sources you will use.

Mid-term Exam (15%) and Final Exam (25%) Both exams will consist of a combination of multiple choice, true/false and short answer/essay questions. Exams will cover content from *assigned readings* and *lecture material*. Students are required to provide their own scantron answer sheet for each exam (written answers will be completed on the exam itself).

In class participation/Peer Review/group work (5%) Students are expected to come to class prepared to discuss and critique the assigned readings. In order to participate, one must be in attendance. Attendance per se, however, is not considered to be participation, and cannot factor into one's grade. Participation includes but is not limited to in-class comments indicating knowledge of the subject matter, asking probing questions, and involvement in class activities including impromptu debates. This means that assigned readings must be read and "digested" prior to each class meeting. Prior to submission of the final paper, students will also be required to review the draft paper of another student. This activity will be completed in class and will therefore count towards 'participation'.

Film Responses (15%) Students will be required to watch at least three of a list of films throughout the course and respond to each of those films with a paper (not to exceed 2 pages, APA style). This paper should focus on the way the film complements the required reading and other course material. Avoid a description of the plot and instead demonstrate your ability to integrate details from different genres.

University Policies

Academic integrity

Students should know that the University's [Academic Integrity Policy](http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html) is available at http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/judicial_affairs/index.html) is available at http://www.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must

register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Learning Assistance Resource Center (Optional)

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The [LARC website](http://www.sjsu.edu/larc/) is located at <http://www.sjsu.edu/larc/>.

SJSU Writing Center (Optional)

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

JS136 Family and Community Violence, Fall, 2009 Course Schedule

The Class Schedule below is tentative. The dynamics and abilities of the individual class often dictate the amount of time spent on classroom discussions and so on. This usually means that it is necessary to adjust some activities or materials as the semester progresses. This makes it particularly important to come to class on time (to receive those announcements) and to check in with the instructor after any absences.

N.B.: THE SCHEDULE IS EXPECTED TO CHANGE ONCE FURLOUGH DATES ARE ANNOUNCED

Table 1 Course Schedule

Week	Date	Topic	Assessment	Reading
1	08/25/09	T/ syllabus, overview, introductions, assign Friere R/ spectrum of violence, macro level, Friere discussion		Ch 1
2	09/01/09	T/ identities, hierarchies, violence in context R/ institutionalized oppression, Hugo discussion		Ch 17
3	09/08/09	T/ child neglect and psychological maltreatment R/ noncontact child abuse, exploitation, porn, children in care,	Film 1	Ch 4 Ch 8
4	09/15/09	T/ intra-familial child physical and sexual abuse R/ special topic: Munchausen's Syndrome by Proxy	Outline 1	Ch 2 (→ p. 39) Ch 3
5	09/22/09	T/ effects of abuse and neglect (by age and gender) R/ special topic: fetal alcohol syndrome		Ch 16
6	09/29/09	T/ peer review of draft paper 1 *R/ responses to child abuse/neglect, legislation, welfare v justice		Ch 7
7	10/06/09	T/ responses cont (interviewing etc) OR CASA (guest lecture) R/ midterm review, taking stock of what we've learned so far	Paper 1	
8	10/13/09	T/ midterm exam (during regular class period) R/ exam and research paper feedback	Film 2	
9	10/20/09	T/ IPV, family dynamics, noncontact (psych/emot/isolation)		Ch 9

		R/ nature of contact IPV (marital rape, spousal abuse)		
10	10/27/09	T/ special topic: same sex relationships R/ effects of IPV/battered women's syndrome	Outline 2	Ch 12
11	11/03/09	*T/ responses to IPV (legislation, arrest research, intervention Px) *R/ peer review of draft paper 2		Ch 10
12	11/10/09	T/ stalking, noncontact sexual offenses, rape myths, escalation? R/ guest lecture: rape		Ch 15
13	11/17/09	T/ rapist typologies and case studies R/ child molester typologies and case studies	Film 3	Ch 14
14	11/24/09	T/ female perpetrated offending and abuse R/ -----THANKSGIVING-----	Paper 2	
15	12/01/09	T/ female perpetrated sexual offending R/ revisit hierarchies and identity, discrimination		
16	12/08/09	T/ hate crime, prevalence, legislation, developments R/ Laramie Project		TBA
Final Exam		Venue and Time TBA		