

San José State University
Department of Justice Studies
JS 136-02 Family and Community Violence, Spring 2017

Course and Contact Information

Instructor:	Dina M. Kameda, M.S., M.A.
Office Location:	MacQuarrie Hall 508
Telephone:	(408) 832-9939 (cell phone – emergency only)
Email:	dina.kameda@sjsu.edu (preferred/best method of contact)
Office Hours:	Wednesdays 10:45 AM - 11:45 AM, Thursdays 10:45 AM - 11:45 AM, or by appointment
Class Days/Time:	Tuesdays and Thursdays, 9:00 AM - 10:15 AM
Classroom:	Central Classroom Building 102
Prerequisites:	Upper division standing; Pre/Co-requisite: Any 100w Note: Must achieve a grade of "C" or better to fulfill Justice Studies major requirements.

Course Format

The mode of instruction for this course is in person with online supplements. Reliable access to a computer and the internet will be required. All written assignments will be submitted via Canvas, and must be in Microsoft Word (*.doc or *.docx). If you do not currently own Microsoft Word, the software (both PC and Mac) is available for free to students: <http://its.sjsu.edu/services/software/microsoft-students/index.html>

Canvas Course Page and E-mail

Copies of course materials will be posted on Canvas. You are responsible for regularly checking your e-mail and Canvas regarding announcements, reminders, and any additional course materials. The majority of course materials will be posted in Adobe PDF format; if you choose to download them, you will need Adobe Reader to view the documents. There is no cost to download Adobe Reader (<http://get.adobe.com/reader/otherversions/>). Some course materials may need to be accessed via the internet (i.e., web sites).

E-mail Policy

Feel free to e-mail the instructor at any time (I check several times per day); however, please adhere to the e-mail guidelines below:

1. Please include in the “subject line” the course number, your name, and a specific description of your inquiry or comment (e.g., JS136, Your Name, subject). The instructor **will not** respond to “**no subject**” e-mails, or any e-mail where the student is not identified in either the subject line or body of the e-mail.
2. E-mailed inquiries should be relatively short in nature. Students should make an appointment to meet with me to discuss more extensive inquiries. Students will be referred to the course syllabus with respect to questions that are addressed by simply reading the syllabus.

Course Description

Examines abusive relationships and responsive community and justice system policy and preventive interventions. Topics include child abuse, neglect, gang and hate crimes, rape, marital violence and elderly abuse. GE Area: S

Prerequisite: Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses.

Completion of, or co-registration in, 100W is strongly recommended.

Course Content

Recurring themes are social discrimination and oppression on the basis of gender, religious, racial and ethnic background, socioeconomic status, disability, age and sexual orientation. The dynamics of power and control in relationships and the social and historical processes and institutions that legitimize the abuse of power provides the basic framework for the analysis of all violence and abuse in this course. An understanding of how infant and child development is compromised by witnessing abuse and being the objects of abuse provides a complementary developmental understanding to help explain the intergenerational cycle of abusive relationships. An additional theme is civic responsibility. The emphasis is on students beginning to recognize attitudes and beliefs that hinder social action and perpetuate violence and to explore how individuals and groups can work collectively to recognize and respond more effectively to violence in diverse communities.

GE Learning Outcomes

Upon successful completion of this course, students will be able to [GELO1-6]:

GELO1 describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality;

GELO2 describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.;

GELO3 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).; and

GELO 4 recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

Course Learning Outcomes

Upon successful completion of this course, students will be able to [CLO1-6]:

CLO1 Define and differentiate the abuse of power and the use of violence based upon gender, ethnicity, race, religion, class, sexual orientation, disability and age.

CLO2 Identify how historical, social, psychological, economic and political factors have influenced the recognition of and response to each type of abusive relationship.

CLO3 Demonstrate knowledge about the consequences of violence and effects on victims from diverse backgrounds .

CLO4 Demonstrate awareness about one's own prejudicial attitudes and behaviors that tolerate and promote abusive relationships.

CLO5 Identify ways in which individuals from diverse backgrounds and communities can prevent and intervene in each type of abusive and violent relationship.

CLO6 Critique the current justice system response and propose ways in which greater equality and justice can be achieved in each type of abusive relationship.

Required Texts/Readings

Required Readings

Gosselin, D. K. (2013). *Heavy Hands: An Introduction to the Crimes of Family Violence* (5th ed.). Upper Saddle River, NJ: Prentice Hall (ISBN: 9780133008609)

Pelzer, D. (1995). *A child called it: One child's courage to survive*. Deerfield Beach, FL: Health Communications, Inc. (ISBN: 9781558743663)

Library Liaison

Silke.Higgins@sjsu.edu

(408) 808-2118

<http://libguides.sjsu.edu/justicestudies>

Course Requirements and Assignments

Out-of-Class Written Assignments

General formatting requirements for written assignments include a cover page, page numbering, 1” margins, strict double-spacing, and Times New Roman 12pt. font. All assignments must be written in formal English, with college-level writing mechanics, and APA-style formatting, inclusive of in-text citations and references. Out-of-class written assignments must be submitted to Canvas unless otherwise noted by the instructor.

Reflection Journal Entries

Reflection journal entries are used to facilitate integration of concepts presented in class. This forum encourages students to personally reflect on the material and is intended to promote active learning. The journals require personal reflection on the material and will be handled respectfully and confidentially. Grades are based on the students' thoughtfulness and scholarly integration of course concepts. Reflections are specifically noted on the course schedule. [CLO1-6]

Canvas Discussions

Students will be required to post original comments, and replies to other students' comments, in response to topics posted by the instructor in the *Discussions* component of Canvas. Chosen topics will directly relate to readings. A set time frame will be in place for posting of comments and replies, students will only be able to post during said time frames. Full credit (i.e., points) for each posted topic will require at least (2) substantive posts, one original post and one reply to another student's post. See course schedule and check canvas. [CLO1-6]

Paper 1: Theoretical Explanations for Domestic Violence

Each student will write an paper on theoretical explanations for domestic violence. The purpose of the paper is to exhibit the application of theory to domestic violence. The paper should be no more than 1,500 words (not including the cover page or references). A handout detailing the expectations, content, formatting, and submission requirements will be provided in a timely manner. [CLO 1-6]

Paper 2: Critical Analysis - A Child Called It

Each student will write a paper based on the assigned book *A Child Called It*. The purpose of the paper is to critically analyze a case history of child abuse. The paper should be no more than 1,750 words (not including the cover page or references). A handout detailing the expectations, content, formatting, and submission requirements will be provided in a timely manner. [CLO 1-6]

Final Exam

Students will be required to complete a cumulative, in-class essay final exam covering assigned course readings and class discussions; paper will be provided. [CLO 1-6]

Grading Policy

Assignment/Exam	Exam/Due Date	Weight
Reflection Journal Entries	See schedule	10%
Canvas Discussions	See schedule	10%
Paper 1: Theories of Domestic Violence	March 2 nd	25%
Paper 2: Critical Analysis	May 2 nd	30%
Final Exam	May 23 rd	25%
		100%

Grading Policy and Late Submissions

Written assignments will primarily be graded on content; however, poor writing mechanics and APA formatting will result in a moderate point deduction. Assistance with APA can be found at:

<http://owl.english.purdue.edu/owl/resource/560/01/>

In order to demonstrate comprehension of the course material, one must be able to write in a clear and effective manner. Always carefully proofread your assignments before submitting them. Late submissions will not be accepted unless a valid, documented, and verifiable reason is provided.

A grade of “C” (i.e., at least 73%) is required to pass this course.

Department of Justice Studies Course Grade Determination

Total Points	Grade	Total Points	Grade	Total Points	Grade
98.0 to 100	A plus	80.0 to 82.99	B minus	63 to 67.99	D
93.0 to 97.99	A	78 to 79.99	C plus	00.0 to 62.99	F
90.0 to 92.99	A minus	73.0 to 77.99	C		
88.0 to 89.99	B plus	70 .0 to 72.99	C minus		
83 to 87.99	B	68.00 to 69.99	D plus		

Department of Justice Studies Reading and Writing Philosophy

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

Classroom Protocol

1. Students are expected to: attend all class meetings, arrive on time, stay for the duration of the class period, complete all readings and assignments in accordance with the dates on the course schedule.
2. Students are responsible for all missed notes, materials and announcements due to absence. You are encouraged to exchange contact information with someone in class just in case.
3. As neither a laptop nor tablet is required for the course, use of them is strictly limited to note taking or accommodation purposes. Students caught using such items for other non-class purposes may be prohibited from bringing them back to class, and will likely be dismissed from class for the day. At the instructor's discretion, students may be dismissed from class for cell phone use of any kind during class time, unless expressly permitted by the instructor.

University Policies

University Policies: Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus related University Policies and resources information listed on GUP's Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

JS136-02 / Family and Community Violence, Spring 2017 Course Schedule

The following course schedule is subject to change; advance notice of any changes will be provided via an announcement on Canvas as early as possible.

Table 1 Course Schedule

Week	Date	Agenda/Topics, Readings/Homework, Exams and Deadlines
1	Thursday 1/26	Agenda/Topics: Course introduction/review of syllabus; discussion about expectations; Academic Integrity Policy and Student Conduct policies Reading for today: Syllabus; Academic Integrity and Student Conduct policies
2	Tuesday 1/31	Agenda/Topics: What do you know about family violence? (In-class discussion)
	Thursday 2/2	Agenda/Topics: Ch. 2 - History of Violence in the Family Readings for today: Ch. 1 and 2
3	Tuesday 2/7	Agenda/Topics: Ch. 3 - Focus on Research and Theory Reading for today: Ch. 3
	Thursday 2/9	Agenda/Topics: Paper 1 discussion Canvas Discussion #1 (Ch. 3): Open 2/9 (12:01 AM) though 2/9 (11:59 PM)
4	Tuesday 2/14	Agenda/Topics: Ch. 4 - Child Abuse Readings for today: Ch. 4
	Thursday 2/16	Agenda/Topics: Ch. 4 - Child Abuse (continued) Readings for today: Ch. 4
5	Tuesday 2/21	Agenda/Topics: Ch. 5 - Investigating Child Abuse Readings for today: Ch. 5 Due today: Reflection Entry 1 (Ch. 4) - Upload to Canvas by 11:59 PM
	Thursday 2/23	Agenda/Topics: Ch. 5 - Investigating Child Abuse (continued) Readings for today: Ch. 5
6	Tuesday 2/28	Agenda/Topics: Ch. 6 - Adolescent Perpetrators Readings for today: Ch. 6 Canvas Discussion #2 (Ch. 5): Open 2/28 (12:01 AM) though 2/28 (11:59 PM)

Week	Date	Agenda/Topics, Readings/Homework, Exams and Deadlines
6	Thursday 3/2	Agenda/Topics: Ch. 6 - Adolescent Perpetrators Readings for today: Ch. 6 Due today: Paper 1 (Upload to Canvas by 11:59 PM) - No hard copy
7	Tuesday 3/7	Agenda/Topics: Video (Part 1) Due today: Reflection Entry 2 (Ch. 6) - Upload to Canvas by 11:59 PM
	Thursday 3/9	Agenda/Topics: Video (Part 2)
8	Tuesday 3/14	Agenda/Topics: Ch. 7 - Intimate Partner Violence Readings for today: Ch. 7
	Thursday 3/16	Agenda/Topics: Ch. 7 - Intimate Partner Violence (continued) Readings for today: Ch. 7
9	Tuesday 3/21	Instructor at Alpha Phi Sigma National Conference - No Class
	Thursday 3/23	Assignment due Thursday, 3/23: Upload answers to review questions (to be posted on Canvas)
10	Tuesday 3/28	Spring Break
	Thursday 3/30	
11	Tuesday 4/4	Agenda/Topics: Paper 2 discussion
	Thursday 4/6	Agenda/Topics: Ch. 10 - Adult Perpetrators Readings for today: Ch. 10
12	Tuesday 4/11	Agenda/Topics: Ch. 10 - Adult Perpetrators (continued) Readings for today: Ch. 10
	Thursday 4/13	Agenda/Topics: Ch. 12 - Stalking and Homicide Readings for today: Ch. 12 Canvas Discussion #3 (Ch. 10): Open 4/13 (12:01 AM) though 4/13 (11:59 PM)
13	Tuesday 4/18	Agenda/Topics: Ch. 12 - Stalking and Homicide (continued) Readings for today: Ch. 12
	Thursday 4/20	Agenda/Topics: Paper 2 check-in day

Week	Date	Agenda/Topics, Readings/Homework, Exams and Deadlines
14	Tuesday 4/25	Agenda/Topics: Video (Part 1) Due today: Reflection Entry 3 (Ch. 12) - Upload to Canvas by 11:59 PM
	Thursday 4/27	Agenda/Topics: Video (Part 2)
15	Tuesday 5/2	Agenda/Topics: Ch. 11 - The Police Response to Intimate Partner Violence Readings for today: Ch. 11 Due today: Paper 2 (Upload to Canvas by 11:59 PM) - No hard copy
	Thursday 5/4	Agenda/Topics: Ch. 11 - The Police Response to Intimate Partner Violence (continued) Readings for today: Ch. 11
16	Tuesday 5/9	Agenda/Topics: Ch. 13 - The Court Response to Intimate Partner Violence Readings for today: Ch. 13
	Thursday 5/11	Agenda/Topics: Ch. 13 - The Court Response to Intimate Partner Violence (continued) Readings for today: Ch. 13
17	Tuesday 5/16	Agenda/Topics: Flex Day - TBA
Final Exam: Paper will be provided Tuesday, May 23rd 7:15 AM - 9:30 AM (Note different time!)		