**Faculty Web Page:** http://www.sjsu.edu/people/susan.murray/

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page accessible through the Quick Links>Faculty Web Page links on the SJSU home page, or directly through the url above.

**Required Texts/Readings**

There is one required text, a Reader, and several articles to be downloaded from the class website for this course.

All Students Must Read the Following Text:


   This book can be purchased at the campus bookstore (or at a variety of other places). I have assigned a wide variety of readings. The reading load varies from week to week, but it is fairly heavy at times. Keep up on your reading The *Course Reader* may be purchased at Maple Press (San Carlos St. between 10th and 11th streets).

**Course Description**

This course is designed as a sociological examination of violence in families. Using sociological and feminist theories, we will examine the historical, social, and cultural processes whereby family violence has come to be defined as a social problem. Beginning
with Kempe’s “discovery” of the battered child syndrome in 1961, the problem of family violence now includes: child abuse, wife abuse, woman battering, dating violence, incest, ritual child abuse, elder abuse, gay and lesbian violence, and sibling abuse. This course will focus on the causes and consequences of violence, and on the ways in which various social institutions (political, medical, religious, educational, cultural), and community agencies (shelters, police, social workers, emergency departments, clergy, etc.) respond to violence among intimates.

**Course Learning Objectives**

1. To familiarize students with scholarly research and theories pertaining to all forms of violence in the family;
2. To critically analyze the connection between theories of violence and intervention strategies;
3. To serve our community through applied research;
4. To develop critical analytic skills through our reading, discussion, and writing; and
5. To help one another to listen, to express ourselves, and to get our intellectual needs met in the classroom.

**Classroom Protocol**

**Class Participation:** The materials for this class are presented in multiple formats: lecture, film, community speakers, written materials, and active learning exercises. I envision the course as a puzzle involving many pieces all of which are best understood in relation to one another. Participation in this course means showing up for all aspects of the course. While I respect your right to silence, as the subjects we cover can be overwhelming at times, I urge you to be as present for this course as you can. Please note: on the days we have community speakers: show respect and be on time.

**Policy on Late Work:** Please be advised that I do not accept late work. I know that most of you work very hard to complete your academic tasks as assigned. I too work hard to return your graded work in a timely manner. To be fair to everyone I will not accept work after the due date. The only legitimate reason to turn an assignment in late is for medical reasons. If you are ill on the day something is due you will need to get a doctor’s note verifying your absence. Attach the doctor’s note (or a copy) to the assignment and turn it in on the day you return to class.

**Office Hours:** My office hours are for you. If you are having difficulty with any portion of the class, please come and talk with me as soon as you can. Or, if you would simply like to talk about the course, the exams, teaching, or sociology of the family violence please come and visit me during my office hours.

**Assignments and Grading Policy**

[Academic Policy S12-3](http://www.sjsu.edu senate/S12-3.htm) has defined expected student workload as follows:

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

**Reading:** There is a significant amount of assigned reading in this course. It is expected that you will come to class having read and taken notes on the week’s readings (eg.
Readings for week 3 should be read before coming to Tuesday’s class. My lectures and our discussions will be much more accessible if you have read the assigned articles and chapters.

**Critical Thinking and Writing:** Since writing is an essential component of critical thinking, this course will require each student to keep a critical reflection journal. The journals will be turned in three times during the semester. Each section of the journal will be graded. Format for journal assignment can be found on the course website and in the course reader.

**Action-Oriented Research Project:** Working in teams and in collaboration with Next Door Solutions to Violence (a community-based family violence agency), students will identify key research topic areas, develop comprehensive accounts of what has been written or known about topics for the past 10 to 15 years, and present their findings to the community and agency.

**Project Grading:**

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<tr>
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<th>Points Possible</th>
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<tbody>
<tr>
<td>Individual Annotated bibliographies</td>
<td>30</td>
</tr>
<tr>
<td>Research Report</td>
<td>50</td>
</tr>
<tr>
<td>Power Point slides</td>
<td>10</td>
</tr>
<tr>
<td>Class Presentations</td>
<td>10</td>
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<tr>
<td>Agency Presentation</td>
<td>10</td>
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</table>

Total Points Possible: 110
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A Range = 100+ – 90    D Range = 69 - 60
B Range = 89 – 80     F Range = 59 – 0
C Range = 79 – 70

*10 bonus points for each of the four teams selected to present to community agency.

**DUE DATES FOR THE PROJECT ARE AS follows**

a. **Tuesday, September 3 (3rd week)** Meeting with Next Door Solutions to Violence to establish topic areas for research. Students should read Small & Uttal (2005) and review Next Door’s website http://www.nextdoor.org/ in preparation for this meeting.

b. **Tuesday, September 10th (4th week)** Divide into research teams: Based on the meeting with Next Door representatives, students will divide into research teams to address specific research topics/questions. Students will conduct individual research between September 10th and October 10th: Each student will locate and annotate a minimum of 5 academic research articles or book chapters related to their selected topic. Where appropriate, students will also identify at least one additional data source (other shelters, dv agencies) and find out how they approach the problem. Instructions on writing the annotations on posted assignment.

c. **Thursday October 10th (8th week)** Annotated Bibliographies (2 copies) due to instructor and to team members. Annotated bibliographies will be reviewed by instructors, individually graded and returned to students for final revisions and inclusion in final team document. Annotated bibliographies will also be shared with team members for comparison, analysis and compilation into group report. Students will come to class with their annotated
bibliographies and meet with their research team to compare and begin compiling findings. Research teams will develop a schedule of responsibilities for completing tasks. Research teams will be responsible for 1) compiling all the annotations into one final team RESEARCH REPORT to be turned over to the agency, 2) developing a power point presentation summarizing main findings. Instructions for Final Team RESEARCH REPORT on posted assignment

d. **Thursday, November 14th (13th week) Team RESEARCH REPORT & Power Point Slides Due** to Instructors (Team Grade). Instructors for the course will review & grade documents and return to student teams for final edits before they are given to community agency. In other words, you will receive a team grade for the project turned in today, and you will have a chance to improve that grade (as needed) by responding to instructor feedback with appropriate edits. While there is no guarantee you will receive a higher grade by rewriting your report – you will not receive a lower grade.

e. **November 26th & December 3rd (15th & 16th week) Student Research Presentation:** Student teams will give their power point presentations to the class. Students and instructors will evaluate presentations and give final feedback. While all team reports will be given to the agency, only the four best presentations will be given at the community panel.

f. **Thursday December 12th 12:30 – 2:00 - Community Panel Presentation and Final Research Reports with power point slide due (2 copies – 1 for agency and 1 for instructor).** Please include a cover letter on the copy that you turn into professor explaining any editorial changes made to the document from the previous draft.

**PLEASE NOTE:** This final session will take place during our scheduled final exam time which is 12:15 – 2:30. The actual presentation will run from 12:30-2.

This final session will take place off campus at Next Door Solutions to Violence. The session will run from 12:30 -2. This will give you 30 minutes to get to the agency if you have a morning exam and 45 minutes to get back to campus. Next Door is about a 10 minute drive from campus with plenty of parking!

**Next Door Community Office:**
234 E. Gish Road, Suite 200
San Jose, CA 95112

**Course Grades:** Your course grades will be based on the following: Journal #1 = 10%, Journal #2 = 15%, Journal #3 = 25%, Research Project = 50%.

Grades are calculated according to the following percentages:
A+: 100-97; A: 96-93; A-: 92-90; B+: 89-87; B: 86-83; B-: 82-80; C+: 79-77; C: 76-73; C-:72-70; D+:69-67; D:66-63; D-:62-60; F: anything below 60. A student earning a grade below 60% will not pass the course.
If at any time during the semester you need clarification about a specific evaluation or would like to discuss your overall standing in the class --- please come to my office hours.

**University Policies**

**Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University’s Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at http://www.sjsu.edu/senate/S07-2.htm, requires 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/studentconduct/) is available at http://www.sjsu.edu/studentconduct/.

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 your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 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.

**Campus Non-Discrimination Policy**

Please be advised that I am committed to upholding the following S89-15 Policy: Non-Discrimination: [In our classroom]here shall be resolute and unambiguous action to eliminate discrimination on the basis of race, color, religion, national origin, sex, sexual preference, gender identity and expression [my addition], marital status, pregnancy, age, disability, or veteran status.
**SOCI 151 / Violence in the Family, Fall 2013, Course Schedule**

As we take up this course of study together for the next four months, domestic violence related events are sure to occur in the broader context in which we live. This course outline may be subject to change as we use our sociological imaginations to explore those events. In addition, one of my goals for the course is to bring in community speakers on a regular basis. What this means is that topics gets shifted around as schedules get coordinated. Often speakers will raise topics that I did not necessarily anticipate and this too can lead us in new directions. Finally, as you will see during some weeks I have assigned many more readings than you will have time to read. At the beginning of each class session I will spend 5-10 minutes reviewing our schedule, the assigned readings, the speaker/film dates (assignment due dates will not change) – if you are late to class or miss a class you will definitely miss this information – it is your responsibility to get the information you missed from another student.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>August 22</td>
<td><strong>What is Domestic Violence?</strong>&lt;br&gt;<strong>Readings for the week:</strong>&lt;br&gt;Katz: “Preface” (pgs 1-3) and “Author’s Note on the Title <em>The Macho Paradox.</em>” (pg. 4) and Chapter 1 “Violence Against Women Is a Men’s Issue” (pgs. 5-18).</td>
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| 5    | Sept. 17 & 19 | **The Language of Love & Violence**  
Readings for the week:  
Katz: Chapter 6 “Stuck in (Gender) Neutral” (pgs. 91-112).  
Download from course website: “What Love Has To Do With It: The Cultural Construction of Emotion and Sorority Women's Responses to Forcible Interaction,” by Jennifer Dunn |
| 6    | Sept. 24 & 26 | **Men, Masculinity and Violence: Why does he hit (her)?**  
Readings for week:  
Community Speaker: Batterer Intervention Program |
| 7    | Oct. 1 & 3  | **Responding to Domestic Violence: Police & Mandatory Arrest**  
Readings for the week:  
Community Speaker: San Jose Police Department |
| 8    | October 8 & 10 | **Tuesday: Responding to Domestic Violence: Health Care**  
Readings for the week:  
Course Reader:  
<p>|      |           | <strong>Thursday: Annotated Bibliographies due and Team Research Meeting.</strong> Students will come to class with their annotated bibliographies (2 copies) and meet with their research team to compare and begin compiling findings. Research teams will develop a schedule of responsibilities for completing tasks. Research teams will be responsible for 1) compiling all the annotations into one final team RESEARCH REPORT to be turned over to the agency, 2) developing a power point presentation summarizing main |</p>
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| 9    | Oct. 15 & 17  | **Dating Violence: The Beginning or the End?**  
**Readings for the week:**  
Course Reader:  
Campus Speaker: SJSU Counseling Center  
| 10   | October 22 & 24 | **Gay and Lesbian Violence**  
**Readings for the week:**  
Download from My Website:  
“Demanding Healthy Love” by Patrick Moore  
| 11   | October 29 & 31 | **Child Abuse**  
**Readings for the week:**  
Course Reader:  
| 12   | Nov. 5 & 7    | **Child Abuse, Incest & Child Sexual Abuse**  
**Readings For the Week:**  
Community Speaker: Child Protective Services. |
| 13   | November 12 & 14 | **Incest & Child Sexual Abuse**  
**Readings For the Week:**  
*Thursday, November 14th (13th week) Team RESEARCH REPORT & Power Point Slides Due to Instructors (Team Grade).* |
| 14   | November 19 & 21 | **Elder Abuse**  
**Readings for the week:**  
Course Reader:  
16. “Elder Abuse is Caused by the Perception of Stress Associated
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<th>Week</th>
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<td>With Providing Care,” (pgs. 191-205) by Suzanne K. Steinmetz. 17. “Elder Abuse is Caused by the Deviance and Dependence of Abusive Caregivers,” (pgs. 207-220) by Karl Pillemer. <strong>Community Speaker: Adult Protective Services</strong></td>
</tr>
<tr>
<td>15</td>
<td>Nov. 26</td>
<td><strong>Tuesday: Student Research Presentation:</strong> Student teams will give their power point presentations to the class. Students and instructors will evaluate presentations and give final feedback.</td>
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<td>No Class thu. Nov. 28 TG holiday.</td>
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<tr>
<td>16</td>
<td>Dec. 3 &amp; 5</td>
<td><strong>Tuesday: Student Research Presentation:</strong> Student teams will give their power point presentations to the class. Students and instructors will evaluate presentations and give final feedback. While all team reports will be given to the agency, only the four best presentations will be given at the community panel.</td>
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<td><strong>Thursday: Final Class: Ending Domestic Violence: Public Service Announcements</strong></td>
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<td><strong>Final Journal Book Presentation Due: December 5&lt;sup&gt;th&lt;/sup&gt;</strong>.</td>
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<td>Final Exam</td>
<td>December 12&lt;sup&gt;th&lt;/sup&gt; 12:15-2:30</td>
<td><strong>Thursday December 12&lt;sup&gt;th&lt;/sup&gt; 12:30 – 2:00 - Community Panel Presentation and Final Research Reports with power point slide due (2 copies – 1 for agency and 1 for instructor).</strong> Please include a cover letter on the copy that you turn into professor explaining any editorial changes made to the document from the previous draft.</td>
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<td><strong>Next Door Community Office:</strong> 234 E. Gish Road, Suite 200 San Jose, CA 95112</td>
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<td>Community agency representatives and other community members will be invited to this session. Four student research teams will be selected for a panel presentation on key findings. Following a professional meeting format, panelists will present their findings (10-12 min each) followed by a discussion with panelists and audience (approximately ½ hour). All class members are required to attend.</td>
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