San José State University
Sociology and Interdisciplinary Social Science
SOCl 151 Violence in the Family, Fall 2017

Course and Contact Information

Instructor: Susan B. Murray
Office Location: DMH 211
Telephone: (408) 924-5327
Email: Susan.murray@sjsu.edu
Office Hours: Tuesdays and Thursdays 10:30-12:00; Tue. 8:00-8:30; Thur. 3-4:30.
Class Days/Time: Tuesday & Thursday 1:30-2:45
Classroom: Clark 234

Canvas:

There is a Canvas site for this course and you will be automatically added. Your course exams will be taken in class, but your grades will be posted to Canvas. You will hand in hard copies all written assignments. Written assignment grades will be posted to Canvas. You will have timely access to your grades throughout the semester. I will also use Canvas to post important notices and announcements, handouts and assignments, readings, additional information about assignments, and send group email messages should the need arise. I highly recommend that you check Canvas regularly for important messages and announcements and that the email account linked to your Canvas account is an email address that you check regularly. Canvas Leaning Management System course login website at http://sjsu.instructure.com.

Course Description (Required)

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 Catalog Description:
A sociological examination of violence in families focusing on the causes and consequences of violence and on the ways in which various social institutions and community agencies respond to violence among intimates.
Course Learning Outcomes (CLO)

Upon successful completion of this course:

- **CLO 1**: Students will be able to identify main theoretical perspectives pertaining to violence in the family.
- **CLO 2**: Students will be able to identify, apply, and articulate the link between theories of family violence and community intervention strategies.
- **CLO 3**: Students will develop a working knowledge of scholarly research pertaining to all forms of family violence.
- **CLO 4**: Students will be able to evaluate how gender, race, and social class shape both manifestation of and responses to intimate partner violence at individual and institutional levels of analysis.
- **CLO 5**: Students will be able to understand and take ownership of their participation in a classroom community of teachers and learners.
- **CLO 6**: Students will acquire and/or continue to develop the skills necessary to meet the first five CLOs, including (but not limited to): oral communication, problem solving, mediation, facilitation, active listening, observation, reading, writing, analysis, and critical thinking.

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.

Reader Index:


**Course Requirements and Assignments**

**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 class on September 9th). My lectures and our discussions will be much more accessible if you have read the assigned articles and chapters.

**Writing:** Since writing is an essential component of critical thinking, this course will require each student to keep a journal. Format for journal assignment will be uploaded to Canvas.

**Exams:** There will be two take-home essay exams in this class (including the final) - both are weighted equally. The due dates for the exams are listed below. Hard copies of the exams must be turned in on the due dates, you must also upload a copy of each exam Canvas. Only the hard copy of the paper will be graded. No late papers will be accepted. Failure to turn in a hard copy by on the due dates constitutes a late paper. *In other words, if you upload your paper to canvas, but fail to turn in a hard copy on the date specified your paper will not be graded. I will not accept late exams. If you fail to turn in your exam on the scheduled date you will receive an “F” for the exam. The only exception to this policy will be made for those students who are sick on the due date and have a doctor’s note to confirm this – a note from the student health center is acceptable. Please do not approach me about making an exception to this policy.*

**Grading Information:** Grades will be posted to Canvas throughout the semester. Your final grades will be determined as follows: Journal = 40%, Exam #1 = 30%, Exam #2 = 30%. 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.

Final Letter 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.
In general, I assign grades according to the following Grading Criteria:

A+, A, A-

An “A” demonstrates originality, addresses the tasks effectively and uniquely, shows effective organization and logical argumentation, uses clear, appropriate and accurate examples and a high level of writing competence and knowledge. Completes the task and consistently does extra work that is self-initiated.

B+, B, B-

A “B” may show a good level of competence and may even reflect exactly what was discussed in class and texts, but does not contribute original knowledge. It shows uneven development of tasks. It may be generally well organized, uses appropriate examples, displays facility, with a few gaps in argumentation, and demonstrates a good level of writing and knowledge. Completes the task as assigned.

C+, C, C-

A “C” may show a fair level of competence, but may be uneven. It will address the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Language may be inappropriately informal in parts of assignment.

D+, D, D-

A “D” will demonstrate poor competence with inadequate organization, task and argumentation development and inappropriate examples. It will display difficulty in using adequate academic language and errors in knowledge will be in evidence.

Classroom Protocol

PLEASE NOTE: This Class has a NO CELL PHONE RULE – BEFORE AND DURING CLASS. Unplug yourself before entering the room.

Classroom Behavior: I want you to be fully present in this class. This class requires you to take an hour and 15 minute timeout from being connected to your virtual life. I don’t want you to use cell phones, computers, ipads or other devices in the classroom either before or during class. When you arrive in class find a seat, introduce yourself to the person in the next chair, and say hello. Spend the few minutes waiting for class to start by chatting with the person next to you. Take out paper and a pen and whatever books or other materials needed for the day. Take notes. Ask questions. Make comments. Listen. Talk to one another. Practice being fully engaged in the moment. Sit in different places in the classroom. Get to know as many people as you can by the end of the semester.

Class Participation: This is a seminar involving learning and teaching. I absolutely expect that each of you will take seriously your responsibility to “show up” for this class in every way. Think of this class as an expedition that we are all taking together. Each member of the team has specific duties to fulfill to ensure we all make it to the end of the journey. Don’t let yourself down and don’t let the rest of us down by breaking your commitments! I expect you to come to class every single time we meet. 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.

University Policies Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”
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 (exams & 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.

## Course Schedule

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<th>Week</th>
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<th>Topics, Readings, Assignments, Deadlines</th>
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<tr>
<td>1</td>
<td>August 24</td>
<td><strong>What is Domestic Violence?</strong>&lt;br&gt;Readings for the week:&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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<td>5</td>
<td>September</td>
<td><strong>The Language of Love &amp; Violence</strong></td>
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<td>6</td>
<td>September 26 &amp; 28</td>
<td>Women Who Kill their Batterers  &lt;br&gt; <strong>Readings for the week:</strong>  &lt;br&gt; Download from Canvas: “WE DON’T HAVE TIME FOR SOCIAL CHANGE” Cultural Compromise and the Battered Woman Syndrome,” Bess Rothenberg</td>
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<td>7</td>
<td>October 3 &amp; 5</td>
<td>Men, Masculinity and Violence: Why does he hit (her)? &lt;br&gt; <strong>Readings for week:</strong>  &lt;br&gt; Katz: Chapter 3, “Taking it Personally,” (pgs. 35-58); Chapter 4, “Listening to Women,” (pgs. 59-72); Chapter 5, “Male Bashing,” (pgs 73-90).  &lt;br&gt; <strong>Mid-term exam Posted October 5th; Due in class October 12th</strong></td>
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<td>8</td>
<td>October 10 &amp; 12</td>
<td>Responding to Domestic Violence: Police &amp; Mandatory Arrest &lt;br&gt; <strong>Readings for the week:</strong>  &lt;br&gt; Mid-term exam due in class October 12th  &lt;br&gt; <strong>Please turn in a hard copy of this exam and also upload a copy to Canvas. Only the hard copy will be graded. Uploading an exam to canvas and failing to turn in a hard copy on the due date will result in a failing grade.</strong></td>
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<td>10</td>
<td>October 24 &amp; 26</td>
<td>Sexual Violence on College Campuses &amp; Consent &lt;br&gt; <strong>Readings for the week:</strong>  &lt;br&gt; Go to: <a href="https://www.rainn.org/statistics/campus-sexual-violence">https://www.rainn.org/statistics/campus-sexual-violence</a>  &lt;br&gt; Click through the website – read at least three extended entries  &lt;br&gt; Download from Canvas:  &lt;br&gt; “Campus Sexual Assault: Suggested Policies and Procedures” Bulletin of the American Association of University Professors, 2013.</td>
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<td>11</td>
<td>Oct. 31  + Nov. 2</td>
<td>Violence in Queer Communities &lt;br&gt; <strong>Journal Entries (first set + second set Sept 14th- Nov. 2nd ) + Progress Report 2 – due Thursday, November 2nd</strong> &lt;br&gt; <strong>Readings for the week:</strong>  &lt;br&gt; Go to: <a href="http://www.cuav.org/">http://www.cuav.org/</a>  &lt;br&gt; Click through the website – read at least three extended entries.  &lt;br&gt; Download from Canvas:</td>
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|      |            | “I am no one's property”: Ownership and abuse in intimate relationships,” Michelle Fahlstrom van Natta. *Off Our Backs*; Nov 2001; 31, 10  
“Expanding Our Understanding of Gendered Violence: Violence Against Trans People and Their Loved Ones” White, Caroline; Goldberg, Joshua *Canadian Woman Studies*; Winter 2006; 25, 1/2; GenderWatch.  
“Demanding Healthy Love” by Patrick Moore  
| 12   | November 7 & 9 | **Child Abuse**  
**Readings for the week:**  
Course Reader:  
9.“Proper Socialization Requires Powerful Love and Equally Powerful Discipline,” (pgs. 131-136) John Rosemond.  
| 13   | November 14 & 16 | **Child Abuse, Incest & Child Sexual Abuse**  
**Readings For the Week:**  
| 14   | Nov.21 TG Break | **Incest & Child Sexual Abuse**  
**Readings For the Week:**  
| 15   | November 28 & 30 | **Elder Abuse**  
**Readings for the week:**  
Course Reader:  
15. “Elder Abuse is Caused by the Deviance and Dependence of Abusive Caregivers,” (pgs. 207-220) by Karl Pillemer. |
| 16   | December 5 & 7 | **Elder Abuse & Final Class**  
**Thursday: Ending Domestic Violence: Public Service Announcements**  
**Final Journal Book Presentation Due: December 7th.**  
*(You might want to keep a copy of key journal entries to assist you in writing your final exam)*  
**Final Exam distributed Dec. 7th due during scheduled final exam period** |

**Final Exam**

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Venue and Time