

JS 136 Section 1: MW

Violence And Hate In The Family & Community

Fall 2010

JS 136, Section 1

MW 10:30-11:45 am

Lecturer: Maureen Lowell, MA

Office: MH 529

Office Hours: Mondays: 9:00-10:00
Or by appointment

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Course Description

This course examines abusive relationships, community response, justice system policy and preventive interventions. Topics include: child abuse and neglect, gangs, hate crimes, sexual violence, intimate partner violence and elder abuse.

Advanced GE Course. JS136 has been approved for Area S. of Advanced General Education.

Area S: "courses to meet areas R, S, and V of SJS Studies must be taken from 3 different dept or distinct academic units."

Prerequisites. Students should have passed the Writing Skills Test (WST), have upper division standing (56 units), and have completed their CORE GE classes. For students enrolled after January 2005, students are required to have completed or be co-enrolled in 100W.

GE Student Learning Objectives

After successfully completing the course, students shall be able to:

1. 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; (course learning objectives 1 and 3)
2. describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.; (Course learning objective 2)
3. 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 (course learning objectives 4 and 5)
4. recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S. (Course learning objectives 5 and 6)

* Preferred contact phone number

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The Course Learning Objectives are for students to:

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

Two writing assignments require students to demonstrate their understanding of the course learning objectives 1-6 as stated above. Other experiences that develop mastery of the objectives include small group discussions and reflections, exercises analyzing case vignettes, documentary film reviews, class debates and optional observations in dependency, family and criminal courts.

Course Content:

The course is divided into five parts that range over the life span of individuals in diverse socioeconomic, ethnic and racial communities:

- infant and child neglect and psychological maltreatment, physical and sexual abuse
- neighborhood gang violence and hate crimes motivated by religious, racial and sexual orientation discrimination and prejudice during adolescence and young adulthood;
- date rape and sexual violence between intimate partners;
- violence, stalking and psychological terrorizing in dating, cohabiting and marital partnerships;
- Abuse of the elderly in the family and care institutions.

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Recurring themes are social discrimination 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. An understanding of how infant and child development is compromised by witnessing abuse and being the objects of abuse provides a complementary developmental understanding (or mechanism) to help explain the intergenerational cycle of abusive relationships. A further theme is the development of civic responsibility in individuals and groups to recognize and respond effectively to violence in diverse communities and the development of awareness of attitudes and beliefs that support and/or hinder social action.

Teaching Philosophy

This class combines reading, lectures and video segments to present the conceptual material. Regular in-class discussions and group exercises are used for students to critique the readings, lectures, videos and data presented on rates of incidence and prevalence of violence. These small group activities and individually written assignments, in class and through outside assignments, also enable students to examine their own attitudes, and cultural and family beliefs about abusive relationships. The focus of the in-class discussions is on engaging in dialogue about critical issues and developing practical, creative and effective community and justice system responses for preventing and intervening in violence that are respectful of diverse perspectives and achieves greater justice and equality.

Warning: The material covered in class is not hypothetical and reflects experiences shared by many individuals including individuals 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 see 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.

Course Add/Drop Statement

Instructors are permitted to drop students who fail to attend the first scheduled class meeting and who fail to inform the instructor prior to the second class meeting of the reason for any absence and their intention to continue in the class. Some instructors will drop students who do not meet the stated course prerequisites. However, instructors are not required to drop a student from their course. ***It is the student's responsibility to make sure classes are dropped.***

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at: http://sa.sjsu.edu/student_conduct

Required Reading:

1. Gosselin, Denise Kindschi, (2010) *Heavy Hands, Fourth Edition*. Prentice Hall, Pearson Education Inc. New Jersey.

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2. Sagatun-Edwards, I.J. & Edwards, L.P. (1995). *Child abuse and the legal system*. Chicago: Nelson Hall. (*Library reserve-textbook not required*)
3. Hubner, J & Wolfson, J (1996) *Somebody Else's Children*. Three Rivers Press, New York. ISBN: 0-609-80170-8.
4. Additional articles will be posted on the course calendar. Additional Links and/or citations will be made available for additional required reading.

Required Articles Citations

[The world report on violence and health](#). Full Text Available By: Krug, Etienne G; Mercy, James A; Dahlberg, Linda L; Zwi, Anthony B. *Lancet*, 10/5/2002, Vol. 360 Issue 9339, p1083, 6p, 3 Color Photographs, 1 Black and White Photograph; (AN 7447714)

Subjects: VIOLENCE; PREVENTION; PUBLIC health -- International cooperation; WORLD health; INTERNATIONAL cooperation; WORLD Health Organization

Database: Academic Search Premier

Examining Child Maltreatment Through a Neuro-developmental Lens: Clinical Applications of the Neurosequential Model of Therapeutics, *Journal of Loss and Trauma*, 14:240-255, 2009, Bruce D. Perry

This article provides the theoretical rationale and overview of a neurodevelopmentally-informed approach to therapeutic work with maltreated and traumatized children and youth. [READ MORE](#)

<http://childtrauma.org/index.php/articles/articles-for-professionals>

Title: **What Health Professionals Should Know: Core Competencies for Effective Practice in Youth Violence Prevention**

Source: *American journal of preventive medicine* [0749-3797] Knox,, Lyndee M. yr:2005 vol:29 pg:191 -199

[American Journal of Preventive Medicine, Volume 29, Issue 5, Supplement 2](#), December 2005, Pages 191-199

Title: The Matrix Comes to Youth Violence Prevention: A Strengths-Based, Ecological, and Developmental Framework

Source: *American Journal of Preventive Medicine*. Rosenberg, Knox, L. 2005, Vol 29 p. 185-190.

[American Journal of Preventive Medicine, Volume 29, Issue 5, Supplement 2](#), December 2005, Pages 185-190

World Report on Violence & Health: Chapter 6: Sexual Violence

http://www.who.int/violence_injury_prevention/violence/global_campaign/en/chap6.pdf

http://www.cdc.gov/violenceprevention/pdf/SV_factsheet-a.pdf

<http://www.cdc.gov/violenceprevention/pdf/SV-DataSheet-a.pdf>

<http://www.cdc.gov/Violenceprevention/sexualviolence/riskprotectivefactors.html>

Title: The Microdynamics of Hate Violence: Interpretive Analysis and Implications for Responses. Source: *The American Behavioral Scientist* [0002-7642] Blee yr:2007 vol:51 iss:2 pg:258 -270

Blee, K.. (2007). The Microdynamics of Hate Violence: Interpretive Analysis and Implications for Responses. *The American Behavioral Scientist*, 51(2), 258-270. Retrieved August 15, 2010, from ABI/INFORM Global. (Document ID: 1367745831).

<http://libaccess.sjlibrary.org/login?url=http://proquest.umi.com.libaccess.sjlibrary.org/pqdweb?did=1367745831&Fmt=7&clientId=17867&RQT=309&VName=PQD>

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Cronin, S., McDevitt, J., Farrell, A., & Nolan, J.. (2007). Bias-Crime Reporting: Organizational Responses to Ambiguity, Uncertainty, and Infrequency in Eight Police Departments. *The American Behavioral Scientist*, 51(2), 213-225,227-231. Retrieved August 15, 2010, from ABI/INFORM Global. (Document ID: 1367745801).

<http://libaccess.sjlibrary.org/login?url=http://proquest.umi.com/libaccess.sjlibrary.org/pqdweb?did=1367745801&Fmt=6&clientId=17867&RQT=309&VName=PQD>

Recommended Readings (not required).

1. American Psychological Association (APA) (2007) *Publication Manual of the APA*. 5th Edition
 - a. Any APA reference guide (published since 2005) is acceptable. These are available at any bookstore or at www.apastyle.org
2. Barnett, O.W., Miller-Perrin, C.L.; & Perrin, R.D. (2005). *Family violence across the life span: Second Edition*. Newbury Park, CA: Sage.
3. Malley, K., Hines, D. (2004) *Family Violence in a Cultural Perspective: Defining, Understanding, and Combating Abuse*. Thousand Oaks: Sage Publications.
4. Mills, Linda (2003) *Insult to Injury: Rethinking our Responses to Intimate Violence*. Princeton, New Jersey: Princeton University Press.
5. Curry, C.D., & Decker, S.H. (1998). *Confronting gangs: Crime and community*. L.A.: Roxbury.
6. Jenness, V. & Broad, K. (1997). *Hate crimes: New social movements and the politics of violence*. N.Y. Aldine de Gruyter.
7. Levin, Jack (2007). *The Violence of Hate, 2nd Ed*. Boston: Pearson, Allyn and Bacon.

Desire2Learn

Syllabus and course content can be found on Desire2Learn (D2L). Course material will be made available as needed and as determined by our collaborative determination of the needs of the class. Students are responsible for checking D2L between classes for announcements and course content postings. Readings listed as “**Provided**” on the Class Schedule will be posted on D2L.

Please be advised that course materials provided online are intended to support your learning and are not considered sufficient for successful completion of this course without attending class.

Course Requirements and Grading:

Papers

Papers make up 40% of the student’s grade. Two take-home written assignments are required during the semester. Each assignment involves library research and writing a six to ten page paper and analysis based on the information covered in the course. One paper requires students to view a movie or read a book about a specific form of family violence and write a 6-10 page paper using the story as a case study.

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The second paper requires researching a special topic or current controversy in family violence. See assignment pages for assignment details available on online.

Papers are graded on a 50 point rubric (provided). Please note the due date. Late papers will be docked **4 points for the first day late** and **1 point for each day after**. Each paper will make up 20% of the student's grade.

Exams

A mid-term and a final exam will be given and will consist of 50 multiple choice and true/false objective questions and up to six short answer/essay questions reflecting the course objectives. Exams will cover content from *assigned readings* and *lecture material*. Each exam will make up 25% of the student's grade. Students are required to bring a scantron and bluebook to exams.

Participation

Students will participate in several small-group discussions (during class time) on social issues and will give a brief oral report to the class as part of a group exercise. Writing exercises will also be required including a reflection journal and in-class writings after viewing video segments or as part of small group discussions. Online discussions will be used to facilitate continuing dialogue and discussion. Participation counts as 10% of student's final grade.

A grading scale is included to reflect the academic standards for each grade.

In accord with departmental policy, make-up exams and acceptance of late reports after the due date will be provided only in extreme cases and only where appropriate documentation is provided. **Approved make-ups for exams will be held on the make-up day of finals week.** (See schedule for assigned make-up day.)

Academic Integrity Statement:

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct & Ethical Development for disciplinary action which could result in suspension or expulsion from San José State University. The policy on academic integrity can be found at: http://sa.sjsu.edu/student_conduct

To better understand plagiarism and to aid you in making sure that you are not plagiarizing, please visit: <http://tutorials.sjlibrary.org/plagiarism/index.htm>

In accordance with University policy this course strives to uphold academic honesty. Page 40 of the University catalogue clearly details University policies regarding cheating and plagiarism. Cheating includes copying, submitting work previously graded in another course or submitting work simultaneously in two courses (unless

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otherwise approved), altering or interfering with grades, and use of surrogates for examinations. Plagiarism involves “representing the work of another as one’s own without appropriate credit.” (S98-1, p2). If a student is suspected of academic dishonesty, the student will be instructed to meet for a mandatory conference with the instructor. Further academic and administrative sanctions will be considered based on the infraction. Academic honesty is taken very seriously and any violations of university policy will not be tolerated.

Justice Studies Department Policy: Any incident of cheating and/or plagiarism must be reported to the Department Chair. The Department Chair will meet and discuss the situation with the student, meet with the faculty member, and decide if action from the department is required. Some level of action will be taken. The faculty member has the discretion to determine the level of response: failing the test or assignment, failing the class, and/or reporting to the Office of Student Conduct & Ethical Development per University policy.

Learning Assistance Resource Center (LARC)

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 inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information (<http://www.sjsu.edu/larc/>).








American with Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need 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 students with disabilities requesting accommodations must register with DRC to establish a record of their disability.

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Class Schedule

The following topics are intended to pace the course based on topic areas.

Fall 2010		JS 136	MW 10:30-11:45
Wk.	Class date	Topics	Required Reading
1.	25 August 2010	<ul style="list-style-type: none">  Greensheets & Course Overview  Use of Desire2Learn (D2L) 	<p>WHO: World Report on Violence & Health <i>(Citation Provided)</i></p> <p>Prevention is Primary, Chapter 14 <i>(provided)</i></p>
2.	30 August 2010 1 September 2010	<ul style="list-style-type: none">  Constructs of Abuse  Interpersonal Violence 	<p>Sagatun-Edwards Reading (<i>Library Reserve</i>): Chapters 1, 2</p> <p>Gosselin (2010), p 47-55; Chapter 3</p>
3.	6 September 2010 8 September 2010	<ul style="list-style-type: none">  Labor Day- No Class  Online Class & discussion: Social Constructions of Violence (Participation required) 	<p>Hubner & Wolfson (Nikki & Jenny cases: Ch 1-13)</p> <p><u>On-line Discussion: Youtube clips</u></p> <p>http://www.youtube.com/watch?v=KI7PYUUYUio (10:02)</p> <p>http://www.youtube.com/watch?v=s6WXOmKhc_c&feature=related (10:19)</p> <p>http://www.youtube.com/watch?v=EWWwNjdW0p0&feature=related (2:00+)</p>
4.	13 September 2010 15 September 2010	<ul style="list-style-type: none">  Overview of Child maltreatment & Types of Child Maltreatment <ul style="list-style-type: none"> ▪ Child Neglect ▪ Psychological Maltreatment ▪ Child Witness to Intimate Partner Violence 	<p>Gosselin, Chapter 4: Child Abuse</p> <p>Hubner & Wolfson (Nikki & Jenny-Lisa cases)</p> <p><i>Children Exposed to IPV Article:</i> http://new.vawnet.org/Assoc_Files_VAWnet/AR_ChildrensExposure.pdf</p>

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5.	20 September 2010 22 September 2010	<ul style="list-style-type: none"> ✚ Types of Maltreatment (cont) <ul style="list-style-type: none"> ▪ Child Physical Abuse ▪ Sexual Abuse of Children ✚ Effects of Maltreatment on Children 	Hubner & Wolfson : Ch 14-17: Kimberly
6.	27 September 2010 29 September 2010	<ul style="list-style-type: none"> ✚ Neurobiological Effects & Trauma ✚ Community Response to Child Abuse & Neglect & Collaboration 	<p>Examining Child Maltreatment Through a Neuro-developmental Lens (<i>Citation Provided</i>: Online article at Childtrauma.org)</p> <p>Gosselin, Chapter 5: Investigating CA</p> <p>Sagatun-Edwards Reading (<i>Library reserve</i>): Chapters: 3</p>
7.	4 October 2010 6 October 2010	<ul style="list-style-type: none"> ✚ Community Response (cont) ✚ Juvenile Court System 	<p>Sagatun-Edwards Reading (<i>Library reserve</i>): Chapters: 4</p> <p>Paper 1 Due: October 6, 2010</p>
8.	11 October 2010 13 October 2010	<ul style="list-style-type: none"> ✚ Youth Violence & Gangs ✚ Midterm Review 	<p>Gosselin, Chapter 6: Adolescent Perps</p> <p>Hubner & Wolfson (Corey); Ch 28,29,31</p> <p>Articles: (citations provided)</p> <ul style="list-style-type: none"> ▪ <i>What Health Professionals Should Know</i> ▪ <i>The Matrix Comes to Youth Violence Prevention</i> <p>Midterm Study Guide provided</p>
9.	18 October 2010 20 October 2010	<ul style="list-style-type: none"> ✚ MIDTERM EXAM ✚ Overview: Intimate Partner Violence 	<p>Bring Bluebook & Scantron</p> <p>Gosselin, Chapter 2 (p 31-46)</p> <p>Gosselin, Chapter 7: IPV</p>
10.	25 October 2010 27 October 2010	<ul style="list-style-type: none"> ✚ Midterm Returned ✚ Psychological Terrorizing & Stalking ✚ IPV & Same Sex partners 	<p>Gosselin, Chapter 12-Stalking</p> <p>Gosselin, Chapter 8: Same Sex Relationships</p>
11.	1 November 2010	<ul style="list-style-type: none"> ✚ IPV (cont) 	Gosselin, Chapter 10: Adult Offenders

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	3 November 2010	<ul style="list-style-type: none">  IPV Offenders  Female Offenders & Battered Women who Kill 	Case study: Norman case (Provided)
12.	8 November 2010 10 November 2010	<ul style="list-style-type: none">  Elder Abuse 	Gosselin, Chapter 9-<i>Elder Abuse</i>
13.	15 November 2010 17 November 2010	<ul style="list-style-type: none">  Community Response to Partner Abuse  Collaboration & Coordinated Community Response 	Gosselin, Chapter 11: <i>Police Response</i> Gosselin, Chapter 13: <i>Court Response</i>
14.	22 November 2010 24 November 2010	<ul style="list-style-type: none">  Collaboration across systems  Child Witnesses to Violence & Effects Of IPV on victims  Sexual Violence 	Safety Planning with Victims of IPV http://new.vawnet.org/Assoc_Files_VAWnet/BCS20_Staying.pdf World Report on Violence & Health Chapter 6: Sexual Violence (Citation Provided) http://www.cdc.gov/Violenceprevention/sexualviolence/index.html
15.	29 November 2010 1 December 2010	<ul style="list-style-type: none">  Sexual Violence & Date Rape  Hate Crimes 	Second Paper Due: November 29, 2010 Article: TBA (Citation Provided)
16.	6 December 2010 8 December 2010	<ul style="list-style-type: none">  Response to Community Violence  Review & Prep for Final Exam 	Final Reflections Due Study Guide Provided
Thursday, December 16 0945-1200		 Final Exam	Bluebook & scantron Required

FINAL EXAM FOR THIS CLASS IS SCHEDULED FOR:

Thursday, December 16 0945-1200

Please check your schedule for exam conflicts and notify the instructor ASAP.

Make-up for all missed/excused exams: Monday, December 20, 2010

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Academic Standards

- A+ grades are received by students who receive full credit for 95% of the objective questions on the examinations, and whose analytical written work are exceptional, providing evidence of conceptual skills and depth of analysis beyond what the instructor has provided to the class.
- A grades are received by students who have 90% correct answers on the objective exam questions and whose written work is excellent, mastering the depth of analysis of what the instructor has provided to the class.
- An A- grade is warranted for those with 85% correct answers on the objective exams and where written work is generally excellent, but might have one area of weakness.
- B + grades are for those with 80% correct answers on objective exams, and where written work is very good but is either weak in one or two areas or tends to be too general, lacking specificity.
- B grades are for those with 75% correct answers on the objective exams, and the written work is good but has two-three points of weakness, or lacks depth or specificity.
- B- grades are for those with 70% correct answers on objective tests, and written work has three-four weaknesses or lacks depth/specificity.
- C+ grades are for 65% correct answers on objective tests, and written work has two-three errors and lacks depth, specificity and clarity.
- C grades are for 60% correct answers on objective tests, and written work that is flawed with four or more errors and lacks depth, specificity, and clarity.
- C- grades are for 55% correct answers and written work that is sufficient to pass the course but is flawed by basic misunderstandings of the material and gaps in knowledge.
- D+ (50% correct answers), D (45% correct answers) and D- (40% correct answers), and written assignments that are completed but flawed by numerous errors and gaps in knowledge.
- F is given to students that do not complete examinations or the written assignments, who receive less than 45% on the objective exams, and who pass in written work, that shows little or no knowledge gleaned from lectures or readings, or show no attempt to correctly address the questions in the assignments.

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
95%	90%	85%	80%	75%	70%	65%	60%	55%	50%	45%	40%
% reflects low end of the range for that letter grade											

JS136: WRITTEN ASSIGNMENTS

REFLECTION JOURNAL (Participation grade)

Reflection journals are used to facilitate integration of concepts presented in class. This forum allows students to explore the material based on their own experience and promotes active learning. The journals allow personal reflection on the material and will be handled respectfully and confidentially. Grades are based on the students' thoughtfulness and not on a predetermined correct set of answers.

A schedule of reflection topics will be available on D2L. All submissions will be made on D2L unless done as an in-class writing. In the case of in-class writings, no additional submission to D2L will be required.

PAPERS

Both papers require literature review and proper APA format and citation. Students are expected to be able to write at an upper division level. Students are strongly encouraged to use the writing center on campus if they feel that their writing ability and/or understanding of APA style may impact their performance on these papers. Appointments should be made in advance to ensure time to make recommended changes.

ASSIGNMENT No 1: Child Maltreatment

Full assignment and grading rubric will be provided on D2L.

Paper 1 involves watching a movie or reading a book from the approved list of movies and books that reflects child maltreatment. Students are required to discuss and apply the concepts of child maltreatment and response to child maltreatment using the book or movie as a case example. This is not a movie or book review, rather a case analysis used to illustrate concepts presented in class.

ASSIGNMENT No 2: Intimate Partner Violence

Full assignment and grading rubric will be provided on D2L.

Paper 2 will involve researching intimate partner violence and how collaboration and coordinated community response policies improve response to issues related to family violence. Students will explore community resources in collaboration with other students to develop a scholarly perspective on the issues and policies that inform community response.