

**JS 136 Section 1: MW**  
**Violence And Hate In The Family & Community**

*Spring 2010*

**LECTURER:** *Maureen Lowell, MA*

*JS 136, Section 1*

**OFFICE HOURS:** *Mondays: 10:30-11:30*

*MW 9:00-10:15 am*

*Or by appointment*

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*\*Correspondence: When sending e-mails, please include JS136 "Sect 1" or "MW" in the subject line. Thanks.*

**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.

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

**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)

**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,

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\* Preferred contact number. I never check a university voicemail.

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- (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.

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.

**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.

### 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.***

**You, the student,** are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at: [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct)

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

### Required Reading:

1. Gosselin, Denise Kindschi, (2010) *Heavy Hands, Fourth Edition*. Prentice Hall, Pearson Education Inc. New Jersey.
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. **Materials:** Additional articles will be posted on the course calendar. Additional articles will be assigned based on class interest. Links and/or citations will be made available.

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### Recommended Readings (not required).

1. American Psychological Association (APA) (2007) *Publication Manual of the APA*. 5<sup>th</sup> Edition
  - a. Any APA reference guide (published since 2005) is acceptable. These are available at any bookstore or at [www.apastyle.org](http://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, 2<sup>nd</sup> Ed*. Boston: Pearson, Allyn and Bacon.

### 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. The other paper requires researching a special topic or current controversy in family violence, presenting sides of the issue and taking an informed position. See assignment pages for details later in this syllabus and 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.

#### **Participation**

Students will participate in small-group discussions (during class time) on social issues, will participate in an in-class mock hearing/trial 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.

#### **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.

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.**

### 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

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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.

### **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](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 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.

### **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.

### **Blackboard**

Syllabus and course content can be found on Blackboard (AKA eCampus or Webct). In the past I have posted PowerPoint slides, this semester I will not be posting these. Any 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 online web page between classes for

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announcements and course content postings. readings listed as “**Provided**” on the Class Schedule will be posted on Blackboard.

If you are registered for the course, you will be able to access the course page. If you have any difficulty accessing blackboard, try [http://www.sjsu.edu/ecampus/students/getting\\_started/](http://www.sjsu.edu/ecampus/students/getting_started/).

If that does not work, contact: (408) 924-2377 or <http://www.sjsu.edu/helpdesk/contact.htm>

- Go to: [www.online.sjsu.edu](http://www.online.sjsu.edu) Go to “student” and click on [Login to CE6](#).
- Log in: Student ID= 9-digit SJSU ID (add 0's in front to make 9 digits)
- password: spring (if you have a previous password, it may still work)

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.

### Class Schedule

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

<i>Spring 2010</i>		<i>JS 136</i>	<i>MW 9:00-10:15</i>
<i>Wk.</i>	<i>Class date</i>	<i>Topics</i>	<i>Required Reading</i>
1.	27 January '10	<ul style="list-style-type: none"> <li> Greensheets &amp; Course Overview</li> <li> Introductions: who are we</li> <li> Goals for learning</li> </ul>	Bronfenbrenner reading (provided)  Prevention is Primary, Chapt 14 (provided)
2.	1 February '10 3 February '10	<ul style="list-style-type: none"> <li> Constructs of Abuse</li> <li> Family Violence</li> </ul>	Sagatun-Edwards Reading: Library reserve Chapters 1, 2  Gosselin (2010), p 47-55; Chapter 3
3.	8 February '10 10 February '10	<ul style="list-style-type: none"> <li> Overview of Child maltreatment</li> <li> Child Neglect</li> </ul>	Gosselin, Chapter 4  Hubner & Wolfson (Nikki & Jenny cases: Ch 1-13)  Online article (Childtrauma.org)
4.	15 February '10 17 February '10	<ul style="list-style-type: none"> <li> <i>Campus Furlough Day: Online group discussion</i></li> <li> Psychological Maltreatment</li> </ul>	<u>On-line Discussion</u>  Hubner & Wolfson (Nikki & Jenny-Lisa cases)
5.	22 February '10	<ul style="list-style-type: none"> <li> Child Physical Abuse</li> <li> Community Response to Child</li> </ul>	Gosselin, Chapter 5  Sagatun-Edwards

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	24 February '10	Abuse & Neglect	Reading: Library reserve Chapters: 3, 4
6.	1 March '10 3 March '10	+ Community Response to Child Abuse & Neglect + Sexual Abuse of Children	Hubner & Wolfson Ch 14-17 (40pgs) Kimberly
7.	8 March '10 10 March '10	+ Community Response to CSA + Effects of Abuse on Child Victims	Hubner & Wolfson (Corey) Ch 28,29,31 (19pgs) Gosselin, Chapter 6
8.	15 March '10 17 March '10	+ Youth Violence + Midterm Review	Article link provided Review sheet provided
9.	22 March '10 24 March '10	+ Youth Gangs + MIDTERM EXAM	Article provided
10.	29 March '10 31 March '10	<i>Spring Break</i>	
11.	05 April '10 07 April '10	Midterm returned & Elder Abuse discussion IPV	Gosselin, Chapter 9-Elder Abuse Gosselin, Chapter 2 (p 31-46) Gosselin, Chapter 7
12.	12 April '10 14 April '10	+ Intimate Partner Violence (IPV) + IPV & Same Sex Partner Abuse + Psychological Dominance	Gosselin, Chapter 8: Same Sex Relationships Children Exposed Article: <a href="http://new.vawnet.org/AssocFiles/VAWnet/AR_ChildrensExposure.pdf">http://new.vawnet.org/AssocFiles/VAWnet/AR_ChildrensExposure.pdf</a> Gosselin, Chapter 10: Adult Offenders
13.	19 April '10 12 April '10	+ IPV Offenders + Community Response to Partner Abuse	Gosselin, Chapter 11 Gosselin, Chapter 13 <a href="http://new.vawnet.org/AssocFiles/VAWnet/BCS20_St">http://new.vawnet.org/AssocFiles/VAWnet/BCS20_St</a>

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			<a href="#">aying.pdf</a>
14.	26 April '10 28 April '10	<ul style="list-style-type: none"> <li>✚ Battered Women Who Kill &amp; Mock Jury Trial/In-class discussion</li> <li>✚ Child Witnesses to Violence &amp; Effects Of IPV on victims</li> </ul>	Case study: Norman case
15.	3 May '10 5 May '10	<ul style="list-style-type: none"> <li>✚ Stalking &amp; Psychological Terrorizing</li> <li>✚ Sexual Violence</li> </ul>	Gosselin, Chapter 12- Stalking Article Provided Second Paper Due
16.	10 May '10 12 May '10	<ul style="list-style-type: none"> <li>✚ Sexual Violence &amp; Date Rape</li> <li>✚ Hate Crimes</li> </ul>	Article provide Article provided
17.	17 May '10	✚ Review & Prep for Final Exam	Reflection Journals Due
	Monday May 24: 0715-0930	✚ Final Exam	Bluebook & scantron

**FINAL EXAM FOR THIS CLASS IS SCHEDULED FOR:**

**Monday, May 24**

**0715-0930**

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

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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											

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**JS136: WRITTEN ASSIGNMENTS**

**REFLECTION JOURNAL (Participation grade)**

*Specifics will be described in class and topics and schedule provided on Blackboard*

**ASSIGNMENT No 1: Child Maltreatment**

Full assignment and grading rubric will be provided on Blackboard

Paper 1 involves watching a movie or reading a book 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 case examples. This is not a movie or book review, rather a case analysis using concepts presented in class.

**ASSIGNMENT No 2: Intimate Partner Violence**

Full assignment and grading rubric will be provided on Blackboard

Paper 2 will involve research on collaboration and coordinated community response to intimate partner violence.

Both papers require literature review and proper APA citation.