

San José State University
Department of Justice Studies
JS136 Family and Community Violence, Summer 2010

Instructor:	Danielle A Harris PhD
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Office Hours:	Tuesdays 9-11am
Class Days/Time:	Tuesdays and Thursdays 11:00 – 3:40pm
Classroom:	MacQuarrie Hall 526
GE/SJSU Studies Category:	Area S
Prerequisite	Have passed the Writing Skills Test (WST), have upper division standing (56 units), have completed all CORE GE classes, and have successfully completed 100W.

Course Description

This course examines abusive relationships, community responses, justice system policy, and preventive interventions. Specific topics include child physical and sexual abuse, neglect, and exploitation; juvenile delinquency and gang involvement; intimate partner violence, spousal abuse, battered women syndrome; marital, date, acquaintance, and stranger rape; elder and dependent adult abuse; violence in same sex relationships; and hate crime.

GE/SJSU Studies Learning Outcomes (LO), if applicable

Upon successful completion of this course, students will be able to:

LO1 describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, age) are shaped by cultural and societal influences within contexts of equality and inequality; (CLO 1 & 3)

LO2 describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.; (CLO 2)

LO3 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) (CLO 4 & 5)

LO 4 recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S. (CLO 5 & 6)

Course Content Learning Outcomes

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

Required Texts/Readings

Textbook

American Psychological Association (APA) (2007) *Publication Manual of the APA*. 5th Edition. Any APA reference guide (published since 2005) is acceptable.

Malley-Morrison & Hines (2004) "Family Violence in a cultural perspective", Sage ISBN 0761925961

Wallace, H. (2008). *Family violence: Legal, medical and social perspectives*. 5th Edition. Boston, Allyn & Bacon. ISBN 9780205573547

Other Readings

Other materials including journal articles and book chapters are available via Blackboard.

Classroom Protocol

Caution regarding course content

The material covered in class is not hypothetical and often reflects the actual experiences shared by many individuals, including those 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 visit with 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.

Instructor's Note on Communication

As you know, summer school is a significant undertaking and requires a high level of commitment, time management, organization, and initiative. Thus, it is in your best interest to stay on top of the readings and keep in touch with the instructor. The best way to keep in touch is in-person during office hours, or at another time by appointment. If you cannot meet with me in person, I prefer that you email me. Emails will be responded to Tuesday through Thursday only. Please include a phone number and availability in all email communication.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, academic renewal, etc. Refer to the current semester's [catalog policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html> for any add/drop deadlines, policies, and procedures section and specific registration information. [Late drop policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Assignments and Grading Policy

In order to receive a grade for this course, **all** course requirements must be met. Failure to complete any one of them may result in a failing grade for the course.

Papers submitted after the due date will not be accepted without a university-accepted excuse and accompanying documentation.

Plagiarism will not be tolerated and will be reported.

All assignments are TBA

University Policies

Academic integrity

Students should know that the University's [Academic Integrity Policy](http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html) is available at http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require 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.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

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 in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 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.

Learning Assistance Resource Center (Optional)

The Learning Assistance Resource Center (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 motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The [LARC website](http://www.sjsu.edu/larc/) is located at <http://www.sjsu.edu/larc/>.

SJSU Writing Center (Optional)

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

JS136 Family and Community Violence, Fall, 2009 Course Schedule

The Class Schedule below is tentative. The dynamics and abilities of the individual class often dictate the amount of time spent on classroom discussions and so on. This usually means that it is necessary to adjust some activities or materials as the semester progresses. This makes it particularly important to come to class on time (to receive those announcements) and to check in with the instructor after any absences.

Summer 2010 JS136 schedule

Week	Topic	Wallace	Malley-Morrison
1 Introduction	syllabus, overview, introductions, student centered teaching, spectrum of violence, macro level, Friere discussion, identities, hierarchies, violence in context institutionalized oppression, Hugo discussion	Ch 1 Ch17	Ch 1 Ch 2
2 Children	neglect, psychological maltreatment, noncontact child abuse, exploitation, physical and sexual abuse, intra-familial child abuse, molestation	Ch 4 Ch 8 Ch 2 (→ p. 39) Ch 3	Ch 3 a.Ch 4/5 b.Ch 6/7/8 c.Ch 9/10/11 d.Ch 12/13
3 Response	Effects of abuse and neglect (by age and gender) responses to child abuse/neglect, legislation, welfare v justice model	Ch 16 Ch 7	Ch 14
4 Adults	IPV, family dynamics, noncontact IPV (psychological, emotional abuse) contact IPV (marital rape, spousal abuse), stalking, noncontact sexual offenses, rape	Ch 9 Ch 10 Ch 12	a.Ch 4/5 b.Ch 6/7/8 c.Ch 9/10/11 d.Ch 12/13
5 Response	effects of IPV/battered women's syndrome responses to IPV (legislation, arrest research, intervention programs)	Ch 14 Ch 15	Ch 15
Special topics	female perpetrated offending and abuse, hate crime, consent to violence, animal cruelty, fetal alcohol syndrome, elder abuse, gang violence, homosexual IPV,		