

## CASA / Justice Studies

### JS136, Family & Community Violence, 002, Fall 2011

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<b>Office Hours:</b>	Wednesday 1:30-3:30pm and by appointment
<b>Class Days/Time:</b>	Monday 5:30-8:15pm
<b>Classroom:</b>	Clark Hall 229
<b>Prerequisites:</b>	100W
<b>GE/SJSU Studies Category:</b>	JS136 has been approved for Area S. of Advanced General Education.

### Course Description

Examines abusive relationships and responsive community and justice system policy and preventive interventions. Topics include child abuse, neglect, gang and hate crimes, rape, marital violence and elderly abuse.

The course is divided into four 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;
- date rape and sexual violence;
- violence, stalking and psychological terrorizing in dating, cohabiting and marital partnerships;
- Neighborhood gang violence and hate crimes motivated by religious, racial and sexual orientation discrimination and prejudice during adolescence and young adulthood.

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 work collaboratively to recognize and respond effectively to violence in diverse communities and the develop awareness of attitudes and beliefs that support and/or hinder social action.

## Course Goals and Student Learning Objectives

### Course Content Learning Outcomes

- LO1 Define and differentiate the abuse of power and the use of violence based upon gender, ethnicity, race, religion, class, sexual orientation, disability and age,
- LO2 Identify how historical, social, psychological, economic and political factors have influenced the recognition of and response to each type of abusive relationship,
- LO3 Review current knowledge about the consequences of violence and effects on victims from diverse backgrounds
- LO4 Develop self-awareness about their own prejudicial attitudes and behaviors that tolerate and promote abusive relationships,
- LO5 Explore and evaluate ways that individuals from diverse backgrounds and communities can prevent and intervene in each type of abusive and violent relationships,
- LO6 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

### Course Content Learning Outcomes

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, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality; (course learning objectives 1 and 3)
- LO2. Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.; (Course learning objective 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).; and (course learning objectives 4 and 5)
- LO4. Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S. (Course learning objectives 5 and 6)

## Required Texts/Readings

### Textbook

Barnett, Olga, Miller-Perrin, Cindy, & Perrin, Robin. *Family Violence Across the Lifespan, 3<sup>rd</sup> Edition*. Thousand Oaks, CA: Sage.

LeBlanc, Nicole. *Random Family. Love, Drugs, and Trouble and Coming of Age in the Bronx*. New York, NY: Scriber / Simon & Schuster.

Rodriguez, Luis. *Always Running. La Vida Loca: Gang Days in L.A.* New York, NY: Touchstone / Simon & Schuster.

### Other Readings

Additional readings listed in the Course Schedule will be posted on D2L.

## Desire 2 Learn (D2L)

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. 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.

## Library Liaison

Below is the link to the Justice Studies library resource web page: <http://library.calstate.edu/sanjose/databases/subject/justice-studies>. This resource page has links to core databases that will be useful as you work on your policy paper. Mr. Nyle Monday is the SJSU Justice Studies Subject Specialist Librarian. He is more than happy to answer questions and meet with students one on one. He can be reached by email at [Nyle.Monday@sjsu.edu](mailto:Nyle.Monday@sjsu.edu) and by phone at (408) 808-2041.

## 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.

## Classroom Protocol

I expect everyone to attend class regularly, be on time, and be prepared for class lectures and discussions. In order to create a constructive and supportive learning environment, it is expected that class members will participate in class discussions, listen well to others, respect varying opinions, avoid degrading or disrespectful language, and understand the multicultural atmosphere of this learning environment. Class discussions should take place within a context of academic inquiry and in the spirit of understanding diverse perspectives and experiences. This is a time to open your minds to new ideas, to explore new concepts, so please take advantage of this opportunity. Respect and professionalism are the guiding principles of this class. Students are responsible for all missed notes, materials, and announcements due to absence (i.e. do not email the instructor asking about what you missed). You are encouraged to exchange contact information with someone in class just in case.

Electronic Devices: Laptops are not required. If students choose to use laptops, they must be used responsibly. Students using laptops to purposes not consistent with the learning requirements of that day, will be asked to shut down the computer. Use of cell phones and other electronics is prohibited during class. Texting or surfing the web in class will not be tolerated – that includes catching up on Facebook and other social networking sites. Your status should be: *In Class from 5:30-8:15pm.* I realize that internet use for some has an addictive quality and that the temptation is great if a phone or computer is on in front of you. If this is the case, reduce your temptation by turning off your phone and taking notes the old fashioned way – paper and pencil/pen. Or, it may be that you feel that you are able to multi-task and perusing the internet, taking notes, and paying attention in class is not a problem and does not interfere with your learning. While that may be true for you, it is interfering with the learning of those around you. Your behavior is distracting (yes, everyone can hear you typing away when you should be listening, participating, and/or taking notes.) Other people are here to learn and it is my job to make the environment as conducive to learning as I see fit. Please be respectful.

### **Instructor's note on communication**

As you know, a university degree 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 during business hours (Monday through Friday only). **When you send me an email please put “JS136” and your full name in the subject line. I will not respond to emails where the student is not identified in either the subject line or the body of the email.** Please note: all communication regarding assignment and exam grades must be conducted in person and *not* via email.

### **Dropping and Adding**

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, etc. Information on add/drops are available at <http://slisweb.sjsu.edu/enrollment/lateadd.htm>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

### **Assignments and Grading Policy**

Students are responsible for ***all*** material listed in the *Course Schedule* (see below). This course requires a substantial amount of reading, so plan your time wisely. It is imperative that you complete these readings **PRIOR TO** the class session in which they will be discussed and bring the readings to class for discussion. In order to receive a grade for this course, ***all*** course requirements must be met and ***every*** assignment must be completed. ***Late papers will not be accepted*** for full credit (without extenuating personal circumstances due to own or family health; or other university recognized excuse. In such cases, appropriate documentation must be shown to the instructor).

### **Class Participation (12.5% of final grade)**

Critical reading, thinking, and writing involve a number of practical skills. These skills must be practiced to be developed and maintained. Students are expected to come to class prepared to discuss and critique the assigned readings. In order to participate, one must be in attendance. Attendance per se, however, is not considered to be participation, and cannot factor into one's grade. Participation includes but is not limited to in-class comments indicating knowledge of the subject matter, asking probing questions, and involvement in class activities *including in-class assignments and pop-quizzes*. This means that assigned readings must be read and "digested" prior to each class meeting.

### **Exams (50% of final grade)**

The Midterm and Final are scheduled on Oct 17<sup>th</sup>, and Dec 12<sup>th</sup>. Students should assume that all material covered in the lectures, readings, videos, and hand-outs will be covered on the exams unless otherwise indicated. Exams will encompass multiple choice, short answer, and essay questions. Exams must be completed on the dates for which they are listed in the syllabus. Make-up exams will only be given in cases of documented medical emergencies or deaths in the family. Be prepared to show written documentation of a legitimate excuse. Make-up exams will be different from the ones taken by the rest of the class and will likely be in essay format. If in the unfortunate event you need to miss an exam, contact the professor immediately. The make-up exam must be taken within one week of the original exam date, with the exception of the final exam which must be taken on the date scheduled. If it is not taken during this time period, you will not be given another opportunity to retake the exam.

### **Book Analysis (25% of the final grade)**

Each student must submit 5 book analyses for the book Random Family. (There are 6 opportunities to do so). If a student submits more than 5 analyses, the lowest grade will be dropped. Students will be required to submit each book analysis entry in a Drop Box created in D2L. The Drop Box will be closed at 5pm the day that the book analysis is due.

Book analyses should be no more than 2 pages and include the following:

- Three (3) most important points (written in your own words) that you have learned from the reading assignment for that week (in bullet format).
- Brief analysis of how the readings can be applied to the book Random Family.

### **Reading Summary (12.5% of final grade)**

Each student must submit 5 reading summaries (see course schedule below). The readings summary is a one page document that contains the three to four (3-4) most important points (written in your own words) that you have learned from the reading assignment for that week (in bullet format) and two (2) questions that you have generated from the reading. Students will be required to submit summary in a Drop Box created in D2L. The Drop Box will be closed at 5pm the day that the reading summary is due.

### **General structure of grading for reading summaries:**

- ✓ + Good: Ties in the readings and thoughtfully analyzes the issue/problem
- ✓ Fair: Either ties in the readings OR analyses the problem OR does both, but not well
- ✓ - Bad: Turned something in but didn't make much of an effort to do the assignment
- 0 Did not turn it in or turned in really late.

This course will be using the +/- system on final grades based on the following percentages:

A	95-100	C	74-76
A-	90-94	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	0-59

**PLEASE NOTE: as a Justice Studies major, you must earn a C or better in this course. If you receive a C- or lower, you will need to retake this course in order to graduate.**

## University Policies

### Academic integrity

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://www.sjsu.edu/studentconduct/> .

To better understand plagiarism and to aid you in making sure that you are not plagiarizing, please visit: <http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm>. Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University's Academic Integrity Policy, located at <http://www.sjsu.edu/senate/S07-2.htm>, 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. (SJSU's Student Code of Conduct can be found at the following link: [http://www.sjsu.edu/getinvolved/fasl/sjsu\\_code\\_of\\_conduct.pdf](http://www.sjsu.edu/getinvolved/fasl/sjsu_code_of_conduct.pdf)) 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.

**Justice Studies Department Policy:** Plagiarism will not be tolerated on **any** piece of assessment, under any circumstances. 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.

## **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 DRC (Disability Resource Center) to establish a record of their disability.

## **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

## **Learning Assistance Resource Center**

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 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](http://www.sjsu.edu/larc/) for more information at <http://www.sjsu.edu/larc/>.

## **SJSU Writing Center**

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/>.

## **CASA Student Success Center**

The CASA Student Success Center is located on the 5<sup>th</sup> Floor of MacQuarrie Hall, Room 533. The CASA Student Success Center services include GE advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops (e.g. time management skills, test anxiety workshops, and how to write a paper). It's also a great place to study, and you can check out laptops.

## JS136 / Family & Community Violence, Fall 2011

Tentative reading assignments are listed below. However due to the length of discussions and other factors beyond my control, this schedule and readings are subject to change. You are expected to complete all readings on time and be prepared to discuss them in class. There is a lot of reading for this course, none of which is optional. It is imperative that you complete these readings PRIOR TO the class session in which they will be discussed and bring the readings to class for discussion.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 22	<p><b>No Class – Semester officially starts on Wed Aug 24<sup>th</sup>.</b></p> <p>*Start reading <u>Random Family</u></p>
2	Aug 29	<p><b>Course Introduction &amp; Course Overview: Nature and Extent of Family and Community Violence</b></p> <p><i>Readings</i></p> <ul style="list-style-type: none"> <li>– Fam Vio Text: Ch 1 and Ch 2 p 58-72</li> <li>– OJJDP (2009) Children’s Exposure to Violence: A Comprehensive National Survey: <a href="https://www.ncjrs.gov/pdffiles1/ojjdp/227744.pdf">https://www.ncjrs.gov/pdffiles1/ojjdp/227744.pdf</a></li> <li>– <u>Random Family</u> Ch 1-5</li> </ul>
3	Sept 5	<p><b>Labor day – No class</b></p> <p>*Continue reading <u>Random Family</u></p>
4	Sept 12	<p><b>Theories of Family Violence</b></p> <p><i>Readings</i></p> <ul style="list-style-type: none"> <li>– Fam Vio Text: Ch 2 p 39-58</li> <li>– WHO: World Report on Violence &amp; Health Ch 1 p. 12-15 (read section: Examining the roots of violence: An Ecological Model) <a href="http://whqlibdoc.who.int/publications/2002/9241545615_chap1_eng.pdf">http://whqlibdoc.who.int/publications/2002/9241545615_chap1_eng.pdf</a></li> <li>– <u>Random Family</u> Ch 6-14</li> </ul> <p><b><i>Book Analysis #1 Due</i></b></p>

5	Sept 19	<p><b>Child Neglect, Psychological Abuse &amp; Exposure to Domestic Violence</b>  <i>In class video: Broken Child</i></p> <p><i>Readings</i></p> <ul style="list-style-type: none"> <li>- Fam Vio Text: Ch 3 p 83-122</li> <li>- <u>Random Family</u> Ch 15-22</li> </ul> <p><i>Book Analysis #2 Due</i></p>
6	Sept 26	<p><b>Child Physical Abuse</b></p> <p><i>Readings</i></p> <ul style="list-style-type: none"> <li>- Fam Vio Text: Ch 4 p 139-183</li> <li>- <u>Random Family</u> Ch 23-28</li> </ul> <p><i>Book Analysis #3 Due</i></p>
7	Oct 3	<p><b>Child Sexual Abuse</b></p> <p><i>Readings</i></p> <ul style="list-style-type: none"> <li>- Fam Vio Text: Ch 5 p 195-235</li> <li>- <u>Random Family</u> Ch 29-34</li> </ul> <p><i>Book Analysis #4 Due</i></p>
8	Oct 10	<p><b>Legal and Community Responses to Child Maltreatment</b>  <i>In class video: Frontline: Failure to Protect</i></p> <p><i>Readings</i></p> <ul style="list-style-type: none"> <li>- Fam Vio Text: Ch 3 p 125-137, Ch 4 p 183-194, Ch 5 p 236-248.</li> <li>- D2L : Crosson-Tower. Ch 12. The legal response to child abuse and neglect</li> <li>- <u>Random Family</u> Ch 35-44</li> <li>- Child Welfare Information Gateway: <a href="http://www.childwelfare.gov/">http://www.childwelfare.gov/</a> (Browse website)</li> </ul> <p><i>Book Analysis #5 Due</i></p>
9	Oct 17	<p><b>Midterm</b></p>

10	Oct 24	<p><b>Abused and Abusive Adolescents</b></p> <p><i>Readings</i></p> <ul style="list-style-type: none"> <li>- Fam Vio Text Ch 6</li> </ul> <p><i>Reading Summary #1 Due</i></p>
11	Oct 31	<p><b>Sexual Violence and Stalking</b></p> <p><i>Readings</i></p> <ul style="list-style-type: none"> <li>- Fam Vio Text Ch 7</li> </ul> <p><i>Reading Summary #2 Due</i></p>
12	Nov 7	<p><b>Intimate Partner Violence: Victims</b></p> <p><i>In class video:20/20 Domestic Violence</i></p> <p><i>Readings</i></p> <ul style="list-style-type: none"> <li>- Fam Vio Text: Ch 8 p 361-385 &amp; 398-414, Ch 10 p 494-526</li> </ul> <p><i>Reading Summary #3 Due</i></p>
13	Nov 14	<p><b>Intimate Partner Violence: Perpetrators</b></p> <p><i>Readings</i></p> <ul style="list-style-type: none"> <li>- Fam Vio Text: Ch 9</li> </ul> <p><i>Reading Summary #4 Due</i></p>
14	Nov 21	<p><b>Legal and Community Responses to IPV</b></p> <p><i>Readings</i></p> <ul style="list-style-type: none"> <li>- Fam Vio Text: Ch 8 p 385-398, Ch 11</li> </ul> <p><i>Reading Summary #5 Due</i></p>

15	Nov 28	<p><b>Violence in the Community: Hate crimes</b> – race, religion, sexual orientation... prevalence, legislation, developments, - the Laramie project</p> <p><i>In class video: To be announced</i></p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>- <a href="http://www.fbi.gov/about-us/investigate/civilrights/hate_crimes">http://www.fbi.gov/about-us/investigate/civilrights/hate_crimes</a> (skim website)</li> <li>- <u>Always Running</u> Ch 1-4</li> <li>- Additional readings to be announced</li> </ul>
16	Dec 5	<p><b>Violence in the Community: Youth Violence and Gangs</b></p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>- D2L: Miller Ch 2 Gender and the hood</li> <li>- D2L: Vigil Ch 4 The gang subculture &amp; Ch 8 Why children either avoid or affiliate with gangs</li> <li>- <u>Always Running</u> Ch 5-10</li> </ul> <p><b>Reading Summary #6 Due</b></p>
Final Exam	Dec 12	5:15-7:30pm