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Class Time: Mon/Wed 3:00-4:15 Room 523 MacQuarrie Hall

Office Hours: Mon/Wed 1:30-3:00; Tue/Th.12:00-1:30 or by appointment

Students are welcome to drop in anytime-I teach M,T,W,Th.

JS 136

VIOLENCE AND HATE IN THE FAMILY AND COMMUNITY

COURSE DESCRIPTION

This course examines violent and abusive relationships, community response, justice system policy and preventive interventions. Topics include intimate partner violence, child abuse and neglect, elder abuse, rape, hate crimes and gang violence. International issues of genocide, family violence and child exploitation will also be studied.

The Course fulfills Area S: "courses to meet areas R, S, and V of SJS studies must be taken from three different departments 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 age are shaped by cultural and societal influences Within the contexts of equality and inequality: (course learning objective 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. religion, gender, ethnic, racial, class, sexual orientation, disability, age) (Course 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).

COURSE LEARNING OBJECTIVES

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 abuse
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 law
 - b) Role of Law Enforcement
 - c) Criminal, family and dependency court proceedings
 - d) Auxiliary services offered by child protective, victim’s advocate and family court agencies.

Writing assignments will require students to demonstrate their understanding of the course learning objectives 1-6 as stated above. Other experiences that develop mastery of the objectives will include small group discussions, class presentations, court observations, analyzing case studies, reviewing films and class debates, and a research paper.

COURSE CONTENT

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

1. Infant & child neglect and psychological maltreatment including physical, sexual and psychological abuse.
2. Intimate partner violence encompassing the LGBT community and teens.
3. Neighborhood gang violence, hate crimes and bully motivated by religious, racial, sexual orientation and disability.
4. Date rape and sexual violence between any age partners and the LGBT community.
5. Violence, stalking and psychological terrorizing and rape in dating, cohabiting and marital partnerships.
6. Abuse of the elderly and handicapped in the family and Care institutions.

Recurring themes are **social/legal discrimination** on the basis of gender, religion, racial and ethnic background, socioeconomic status, disability, age and sexual orientation.

The dynamics of power, control and abuse in relationships. Social, historical and institutional processes that **legitimize the abuse of power** and provide a framework for an analysis of violence and hate in our community. An **understanding of how infant and child development** is compromised by the **experience of abuse and neglect** and may lead to the cycle of violence and abusive relationships. A further theme is the **development of civic responsibility** in individuals and groups enabling the community to recognize and respond effectively to violence and develop awareness, policy and law that **support restorative social action**.

PREREQUISITES

Students must have passed the Writing Skills Test-WST, and have upper division Standing of 56 units completed and has completed their core GE classes. Students are also required to have completed or be co-enrolled in 100W.

REQUIRED TEXTS

Wallace, Harvey (2011), *Family Violence, legal, medical and social perspectives*.6th edition, Boston, Pearson. (Paper) Available through bookstore/online

Alvarez, Alex (2008), *Violence, the Enduring Problem*, Thousand Oaks, Sage Press. Available through bookstore/online

Hubner, John (2003), *Somebody Else's Children, the Courts, the Kids, the Struggle to Save Troubled Families*. Authors Choice Press. Available used on line (\$5.)

RECOMMENDED TEXTS-

Barnett, Ola (2011), *Family Violence Across the Lifespan*, 3rd, Sage Press.

Perry, Bruce (2006), *The Boy Who Was Raised as a Dog and other Stories from a Child Psychiatrist's Notebook*, Basic Books.

Knight, Carolyn (2009), *Working with Adult Survivors of Childhood Trauma*, Cengage.

Chakroborti, Neil (2009), *Hate Crimes, Impact, Causes, Responses*. Sage Press.

Buzawa, Eve, (2011) *Domestic Violence, the Criminal Justice Response*. Sage Press

Sagutun-Edwards (1995), *Child Abuse and the Legal System*. Nelson Hall Press.

COURSE REQUIREMENTS

Two midterms, a final exam and two 5-7 page papers will cover lecture materials, guest speakers, readings and videos. Exams will consist of multiple choice and true/ false questions. Please bring an 882 Scantron. The paper assignments will examine a closer look at family violence and the response of law enforcement and the community. A separate handout will accompany this assignment. The exams will be graded on a class generated curve and students will know their class standing at all times. **No exam may be missed unless there is prior notice given to the instructor and proper University Approved documentation. Missed exams may be retaken on the last day of class only.** The Instructor has the discretion to change the format of the makeup exam from multiple choice to essay. Sleeping through exams never constitutes a valid excuse! Assignments, grades, PowerPoint lectures and notices will be in dropbox on Desire2Learn. Please post your picture as soon as possible so we can get to know each other! Students who plan on going on to graduate or Law School should let me know as soon as possible, so they may be given extra opportunity to demonstrate scholarship.

Incompletes are given at the instructor's discretion if 2/3's of the course requirements have been completed. PLEASE WATCH CAREFULLY FOR THE ADD AND DROP DATES.

Midterm #1	20%	50 pts.
Midterm #2	20%	50 pts.
Final	20%	50 pts.
Paper# 1	20%	50 pts.
Paper#2	20%	50 pts.

Excellent class participation may raise a students' grade by 1/2 grade point, (B to B+) at the discretion of the instructor.

Please be aware that I consider professional ethics very important, as such, recycled papers or presentations, and cheating on exams results in an automatic "F". It is the sole discretion of the instructor whether the student will receive an "F" in the class and be referred for University Disciplinary Action.

TUTORING & WRITING 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 for more information (<http://www.sjsu.edu/larc/>). Students are also encouraged to make use of the Writing Center located on

the first floor of Clark Hall. Once you are tutored, contact will be made with me, and we can work together to produce your best writing.

ATTENDANCE AND PARTICIPATION

Please be prepared and punctual. Texting and excessive talking are disruptive to all. I encourage thoughtful discussion and response to lectures. This is an interactive class- don't be surprised if you're called on to respond to a question. Those who participate regularly may have their final grade enhanced by ½ grade point. **PLEASE BE AWARE THAT THE COURSE MATERIAL COVERS SENSITIVE AND PROVOCATIVE ISSUES. AS SUCH, IT IS NOT APPROPRIATE TO BRING CHILDREN TO CLASS. STUDENTS MAY ALSO HAVE PARTICULAR SENSITIVITIES TO THE CURRICULUM. PLEASE BRING IT TO MY ATTENTION OR TAKE ADVANTAGE OF THE UNIVERSITY COUNSELING CENTER IF IT INTERFERES WITH YOUR ABILITY TO BE SUCCESSFUL IN THE CLASS.**

STUDENTS WITH DISABILITIES

Students with disabilities who need accommodation must register with the Disability Resource Center, document it, and determine the services and accommodation needed for student success. The DRC will contact the instructor with the types of consideration needed. Students must register with the Center during the first three weeks of the semester. Their web site is : <http://www.drc.sjsu.edu>

EXTRA CREDIT

Students may do a Court Observation in Juvenile Dependency Court. (10pts)

There will be a handout on this opportunity.

Throughout the semester I will make students aware of new books, films and plays which may be relevant to our curriculum and the subject of a reflection paper (10pts)

Tours of agencies and interviews with personnel who work in our area of study such as the Bill Wilson Center may be the subject of a 2-3 page paper. (10 pts). Absolutely no duplication of work from other classes will be accepted!

*****Note to students: the course schedule may be adjusted as the semester proceeds, please refer to Desire2Learn weekly.**

COURSE SCHEDULE

Week 1
Jan 24

Introduction/class mechanics

- Historical perspectives on family violence
Customs, practices, policies & law/International
Perspective
- Reading: Wallace, Cp. 1
Alvarez, Cp. 2

Week
Jan 31

Overview of Family Violence (Continued)

- Social Construction
- definitions, controversy, major concepts
- Reading: Alvarez, Cp. 5

Child Abuse & Neglect

- Evolving definitions
- Dr. Bruce Perry Video (if available); case studies
- Reading: Wallace Cp.2&4
Hubner Cps.1-2, 3, 7, 8, 10-13 (50 pages total)

Week 3
Feb.7

Child Sexual Abuse/Sibling Abuse

- Welfare & Institutions Code
- legal response
- mandated reporting, interventions
- review book choices for paper
- Video Clip
- Reading: Wallace Cp.3& 5

Week 4
Feb. 14

Law Enforcement & Community Response

- Reading: Wallace Cp. 7
- Guest Speaker

Week 5
Feb. 21

Court Process, Corrections System,
Class Discussion

Week 6
Feb.28

Review/First Midterm Exam Wednesday March 2

Week 7
March 7

Intimate Partner Violence

- Spousal/intimate partner abuse/Video Clip
 - gay/lesbian abuse
 - juvenile intimate partner abuse
- Readings: Wallace Cp. 9
Alvarez Cp.5

Week 8
March 14

Intimate Partner Interventions

- law enforcement/restraining orders
 - community shelters
 - Consequences for batterers who kill
- Readings: Wallace Cp. 10

Week 9
March 21

Elder Abuse
Stalking

- Evolving definitions
- legal cases
- Readings: Wallace Cp. 11, 14

SPRING BREAK MARCH 28-31

Week 10
April 4

-Second Midterm Exam April 6
FIRST PAPER ASSIGNMENT DUE*****

Week 11
April 11

Sexual Assault

- Statutory rape
 - Date rape
 - Stranger rape
 - Legal issues of Consent
 - Rape Shield Laws
 - Emerging penalties
- Readings: Wallace Cp. 13
Alvarez Cp. 7

Week 12

Hate Crimes

April 18	Readings: Alvarez Pg. 171 Articles on Reserve in MLK Library
Week 13 April 25	Youth & Gang Violence Readings: Articles on Reserve in MLK Library Video Clip
Week 14 May 2	Genocide Definitions, International Law Readings: Alvarez Cp. 10 Video Clip
Week 15 May 9	Community Solutions to Violence Student Responses/discussion Readings: Wallace Cp. 15 (Victims Rights) Alvarez Cp. 11
May 16	SECOND PAPER ASSIGNMENT DUE***** Last day of class, make-up exams/review for final FINAL EXAM MONDAY MAY 23RD 1215-1430

JS 136 Violence in the Family & Community
Written Assignment #1
 Current Controversy: **Family Violence**

The objective of this assignment is to present a case study using an approved book or movie to gain a deeper understanding of types of abuse, risk factors, theoretical explanations, system intervention and possibilities for rehabilitation and or restorative justice.

Books:

Janet Fitch, White Oleander (1999)
Antwone Fisher, Finding Fish (2001) OR FILM
Mary Karr, Liar's Club (1995)
Dorothy Allison, Bastard out of Carolina (1992)
Pat Conroy, Prince of Tides or FILM
Pat Conroy, the Great Santini
Jeannette Wells, the Glass Castle (2006)
Ashley Rhodes-Courter, Three Little Words (2008),
Kathy Harrison, Another Place at the Table.
Andrew Bridge, Hope's Boy (2008)
Sapphire, Push (Precious) (2008) OR FILM
Monica Holloway, Driving with Dead People (2007)

ASSIGNMENT: The paper must be 6-7 pages in length, 12 font, double spaced. All of the prompts must be answered in essay form for full credit. All concepts and theories must be **bolded**. **At least 3 outside sources-scholarly sources must be used to augment your essay**, aside from your texts and notes. **A Bibliography and proper citation must be included.** Students must submit a hard copy to me on the due date and submit papers electronically to turnitin.com on or before the due date. Each question must be answered. **Abstracts** of the articles must be attached to the bibliography. **Papers will not be accepted without sources and article abstracts.**

1. (5 pts) Write a brief synopsis of the cases (s) presented in your book or movie. Do not retell the story; synthesize the major points relevant to the rest of your essay. ½-1 pg.
2. (5 pts) Identify the types of abuse experienced in your case. Identify the source of your definition. Some behaviors may be borderline, make an argument for including or excluding them from your definition. Cite where you found your definition.
3. (5 pts) Provide the timetable for the discovery of this type of abuse-was it historically recognized when it occurred in your case?
4. (5 pts) Discuss the risk factors that contributed to the abuse.
5. (5 pts) Discuss theoretical explanations for the abuse
6. (5 pts) How did the victim(s) respond to and what were the consequences of the abuse? Short term and long term.(legal & medical)
7. (5 pts) How did the families, social, economic, racial or ethnic background play a part in the abuse? Be sure to cite sources to back up your response.
8. (5 pts) What was the response of social services or the Justice System? What intervention(s) could have interrupted the abuse?

9. (5 pts) Reflect on the experience of the victims-how did you feel about them? Did their lives turn out the way you expected? Did they receive sufficient intervention? How do you explain the resiliency of victims?
10. (5 pts) Presentation, grammar, editing, **strength of sources**.

JS 136 Violence in the Family and Community

Second Written Assignment #2

Current Controversies; Law Enforcement's Response to Violence in the Community

1. Child abuse

2. Intimate family violence,
3. Elder abuse.
4. Stalking
5. Rape
6. Gang Violence
7. Bullying

The objective of this assignment is to **choose one of the above listed topics** and examine the law enforcement and community intervention which is currently invoked. Students will gain a deeper understanding of the dynamics involved and the difficulty in controlling and protecting the community. The paper must be 6-7 pages in length, 12 font, double spaced. All of the prompts must be answered in essay form for full credit. All concepts and theories must be **bolded**. **At least 3 outside scholarly sources must be used to augment your essay**, aside from your texts and notes. **A Bibliography and proper citation must be included**. **Abstracts** of the articles must be attached to the bibliography. **Papers will not be accepted without sources and article abstracts.**

Your intervention analysis is clearly your own—if you think procedures currently in use are effective and acceptable that's fine; just make sure you back up your thesis with cogent analysis. Students must submit a hard copy to me on the due date and submit papers electronically to turnitin.com on or before the due date. Each question must be answered. **Abstracts** of the articles must be attached to the bibliography. **Papers will not be accepted without sources and article abstracts.**

- 1.(5pts) Define the abuse, violence, etc.and its penalty under California Penal Code Sections.
- 2.(5pts) What is the history of the intervention?
- 3.(10pts) Review current interventions currently in use. How does our culture/policy/practices influence the intervention? (Stereotypes of victims, patriarchy, confusion over primary aggressor, changing social construction of victims).
- 4.(10pts) Is the intervention effective?
- 5.(5pts) How are victims impacted by the current interventions?
- 6.(10pts)Implications for future? Is this abuse/violence a growing problem that may require dynamic changes in the law/ legal procedures and interventions?

7.(5pts)Presentation, grammar, **strength of sources.**