

San José State University
Justice Studies
JS 136, Violence & Hate in the Family & Community
Section 1, Fall 2012

Instructor:	Maureen Lowell, MA, LMFT
Office Location:	MacQuarrie Hall, Room 508
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Office Hours:	Wednesdays 11:45 or by appointment
Class Days/Time:	MW 10:30-11:45; (August 22, 2012-December 10, 2012)
Classroom:	MacQuarrie Hall 520
Prerequisites:	Students must 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/SJSU Studies Category:	JS136 has been approved for Area S. of Advanced General Education. <i>(Courses to meet areas R, S, and V of SJS Studies must be taken from 3 different dept or distinct academic units.)</i>

Email

The best way to reach me is during office hours. If you are not able to come during that time, please email to schedule an appointment. I will do my best to answer email within 48 hours during the week. There are many weekends that I am not able to reply to email. Three rules for email. 1. If it is on the syllabus, I will not answer the question I will simply refer you to the syllabus. 2. If it involves a conflict or concern, please schedule a time to come in. Email is not the best way to resolve a conflict or something that requires a conversation. 3. Email should be limited to short answers. If it requires more

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

explanation, please come during office hours or schedule a time to see me. These guidelines are intended to reduce frustrations and increase resolution to issues as they arise.

Desire2Learn (D2L)

Access and use of D2L is required for this course. Syllabus and course content can be found on Desire2Learn (D2L). 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. All writing assignments will be submitted to D2L by the due date in addition to providing a hardcopy to the instructor.

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 Description

The course examines abusive relationships and community and justice system policy and preventive interventions. Topics include child abuse, neglect, gangs, hate crimes, rape, marital violence and elder abuse. These issues are viewed from a Justice Studies perspective, but integrate a range of perspectives including mental health and child development.

Prerequisite: Completion of core GE, satisfaction of Writing Skills Test and upper division standing. For students who begin continuous enrollment at a CCC or a CSU in fall 2005 or later, completion of, or co-requisite in a 100W course is required.

Course Goals and Student Learning Objectives

- 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 relationship,
- 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

GE Student Learning Objectives

After successfully completing the course, students shall 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)

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 and oppression 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.

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.

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.

http://www.sjsu.edu/counseling/Personal_Counseling/index.htm

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.

JUSTICE STUDIES READING AND WRITING PHILOSOPHY

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of

careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

Required Texts/Readings

Textbooks

1. Gosselin, Denise Kindschi, (2010) *Heavy Hands, Fourth Edition*. Prentice Hall, Pearson Education Inc. New Jersey.
2. Hubner, J & Wolfson, J (1996) *Somebody Else's Children*. Three Rivers Press, New York. ISBN: 0-609-80170-8.
3. Additional articles will be posted on the course calendar. Additional Links and/or citations will be made available for additional required reading on D2L.

Required Articles Citations

(2002) **WHO: World Report on Violence & Health, Chapter 1: Violence: A Global Public Health Problem.**

Benard, B. (2007) Chapter Four: The Hope for Prevention, In Cohen, L. Chavez, V. & Chehimi, S. (2007) *Prevention is Primary*. Jossey-Bass, San Francisco, CA.

Perry, Bruce, (2001) *Bonding and Attachment in Maltreated Children: Consequences of Emotional Neglect in Childhood.*

http://www.childtrauma.org/images/stories/Articles/attcar4_03_v2_r.pdf

Perry, B. & Pollard, R.(1998) *Homeostasis, Stress, Trauma, and Adaptation: A Neurodevelopmental View of Childhood Trauma.*

http://www.childtrauma.org/images/stories/Articles/perrypollard_homeost_adapt_9810.pdf
[READ MORE](#)

Children Exposed to IPV Article:

Edelson, J. (2011) *Emerging Responses to Children Exposed to Domestic Violence*

http://new.vawnet.org/Assoc_Files_VAWnet/AR_ChildrensExposure.pdf

Knox & Lyndee M. (2005) *What Health Professionals Should Know: Core Competencies for Effective Practice in Youth Violence Prevention, American Journal Of Preventive Medicine* [0749-3797] vol:29, pg:191 -199

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

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

http://www.who.int/violence_injury_prevention/violence/global_campaign/en/chap6.pdf
(pp. 147-181).

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>

Aosved, A., Long, (2006) Co-Myth Acceptance, Sexism, Racism, Homophobia, Ageism, Classism, and Religious Intolerance. Springer Science & Business Media (p. 481–492).

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/pq-dweb?did=1367745831&Fmt=7&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. (2011). *Family violence across the life span: Third 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. 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.

Justice Studies Library Liaison

Nyle Monday; Phone: (408)808-2041 **Email:** Nyle.Monday@sjsu.edu

Classroom Protocol & Decorum

The classroom is a place to learn. If you are not able to focus on learning for any reason, please remove yourself. Talking, eating and side comments disrupt the learning environment and cannot be tolerated.

Given the significant amount of material presented in this class, the complexity and sensitive nature of these topics, students are expected to actively participate in their learning and exploration of topics. To this end, students are expected to attend class (attendance is taken); come to class prepared to participate by completing reading and other assignments; reflect on material and produce thoughtful integration of the concepts through reflection journals and papers.

Laptops are not required. If students choose to use laptops, they must use them responsibly. Students using laptops for purposes not consistent with the learning requirements of that day will be asked to shutdown the computer. Use of laptops is distracting to instructors and students when not used for class work. Please be respectful. If students are unable to comply with use of laptops to enhance learning of class material, computers will be banned from instruction time. Laptops are not to be used during guest lectures, unless specifically requested.

Use of cell phones and other electronics are prohibited during class.

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/drop, grade forgiveness, 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>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop 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.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Assignments and Grading Policy

Papers		40%
	CA Paper	20%
	IPV Paper	20%
Exams		50%
	Midterm	25%
	Final	25%
Participation	<i>Equally Weighted</i>	10%
	Reflection Journal	3.33%
	In-class Quizzes	3.33%
	In-class Exercises	3.33%

Course Requirements and Grading:

A grading scale is included to reflect the academic standards for each grade. Grades are based on student performance on papers, quizzes, reflection papers, and exams.

Papers (40%)

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 eight page paper and analysis based on the information covered in the course. One paper requires students to read "Somebody Else's Children" and write a 6-8 page paper using the story as a case study.

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

All papers must be submitted to D2L in the designated dropbox folder *and* a hard copy submitted to the instructor for grading on or before the due date. Please note the due date. Late papers will be docked **4 points for the first day late** and **1 point for each day after (including weekends and holidays)**. Papers more than two weeks late will not be accepted. Each paper will make up 20% of the student's grade. Papers are graded on a 50 point rubric (provided).

JS136: 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 allow enough time to make recommended changes.

ASSIGNMENT No 1: Child Maltreatment

Full assignment and grading rubric will be provided on D2L.

Paper 1 involves reading “Somebody Else’s Children” (see required textbooks). Students are required to discuss and apply the concepts of child maltreatment and response to child maltreatment using the book as a case example. This is not a 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 controversial topics in intimate partner violence. Students will submit a paper proposal including topic and sources, prior to writing the paper.

Exams (50%)

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. Bluebooks will be collected prior to the exam and redistributed. Do not put your name on the booklet.

Participation (10%)

Students will participate in several small-group discussions (during class time) on social issues and may be required to give brief oral reports to the class as part of a group exercise. Writing exercises will also be required as a reflection journal of in-class writings that further develop class material and discussions.

REFLECTION JOURNAL (Participation)

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 integration of course concepts.

Two reflections will be take-home assignments and two reflections will be completed in class and submitted before leaving. Take-home reflections will be turned-in the following class *and*

uploaded on D2L. In the case of in-class writings, no additional submission to D2L will be required.

QUIZZES

There will be two in-class quizzes this semester. See the course schedule for specific dates. Quizzes are intended to help students stay current with course material and provide feedback between exams. Quizzes will be based on assigned reading covered to date and class material. Answers to the quizzes will be reviewed in class immediately following the quiz. Grades on quizzes will be included in student's participation grade and posted in gradebook on D2L.

Participation counts as 10% of student's final grade.

Make-up Exams & Late Papers

In accord with departmental policy, make-up exams and acceptance of late papers after the due date will be provided only in extreme cases and only when 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 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											

University Policies

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

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://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>

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires 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 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: 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 [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Student Learning Resources

Students come with a range of competencies and skills. SJSU is committed to helping students succeed. Resources have been made available to help students build competencies and proficiencies to meet course requirements. Please note due dates and course requirements and take advantage of available resources.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd 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/>.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>






Student Success Center

The Student Success Center in the College of Applied Sciences and Arts (CASA) provides advising for undergraduate students majoring or wanting to major in programs offered in CASA Departments and Schools. All CASA students and students who would like to be in CASA are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. It’s also a great place to study, and you can check out laptops. <http://www.sjsu.edu/casa/ssc/>

Class Schedule







JS 136: Hate & Violence in the Family & Community, Section 1

The following topics are intended to pace the course based on topic areas. Any changes to the course schedule will be announced in class and posted on D2L course homepage. Paper due dates and exam dates do not change so that students are able to plan their schedules accordingly.

Fall 2012		JS 136	M W 10:30-11:45
Week	Date	Topics	Required Reading/Activities/Assignments
1	Wednesday 8/22/2012	<ul style="list-style-type: none">  Green sheets & Course Overview  Use of Desire2Learn (D2L) 	<p>Green Sheet/Course Syllabus</p> <p>WHO: World Report on Violence & Health, Chapter 1: Violence: A Global Public Health Problem (p. 3-21)</p> <p><i>(Full Report Provided on D2L)</i></p> <p>Benard, B. (2007) Chapter Four: The Hope for Prevention (Provided: D2L)</p> <p><i>Take-home Reflection: "I'm From" (Due 8/27/2012)</i></p>
	8/27/2012 8/29/2012	<ul style="list-style-type: none">  Typology & Context of Interpersonal Violence 	<p>Gosselin (2010), p 47-55;</p> <p>Gosselin (2010), Chapter 3</p> <p>Children's Exposure to Violence: A Comprehensive National Survey</p> <p><i>https://www.ncjrs.gov/pdffiles1/ojjdp/227744.pdf</i></p>
3	9/3/2012 9/5/2012	<ul style="list-style-type: none">  Labor Day-No class  Neurobiology of Trauma 	<p>Perry, Bruce, (2001) Bonding and Attachment</p> <p>Perry, B. & Pollard, R.(1998) Homeostasis, Stress, Trauma, and Adaptation</p>

4	<p>9/10/2012</p> <p>9/12/2012</p>	<ul style="list-style-type: none"> ✚ Overview of Child maltreatment ✚ Types of Child Maltreatment <ul style="list-style-type: none"> ▪ Child Neglect ▪ Psychological Maltreatment 	<p>Gosselin, Chapter 4: Child Abuse</p> <p><i>In-class reflection: (9.12.12)</i></p>
5	<p>9/17/2012</p> <p>9/19/2012</p>	<ul style="list-style-type: none"> ✚ Types of Maltreatment (cont) ▪ Child Witness to Intimate Partner Violence ▪ Child Physical Abuse ▪ Sexual Abuse of Children 	<p>Edelson, J. (2011) Emerging Responses to Children Exposed to Domestic Violence</p>
6	<p>9/24/2012</p> <p>9/26/2012</p>	<ul style="list-style-type: none"> ✚ Effects of Maltreatment on Children ✚ Neurobiological Effects & Trauma ✚ Community Response to Child Abuse & Neglect & Collaboration 	<p>In-class Quiz (9.24.12)</p> <p>Gosselin, <i>Chapter 5: Investigating CA</i></p> <p>The IL Juvenile Court Act of 1899, (1998) pp. 1-5. (<i>article provided on D2L</i>)</p>
7	<p>10/1/2012</p> <p>10/3/2012</p>	<ul style="list-style-type: none"> ✚ Community Response (cont) ✚ Juvenile Court System 	<p>Ventrell, M. (1998) Evolution of Dependency Court, (p. 17-37) (<i>Article Provided on D2L</i>)</p> <p>Paper 1 Due: 10/3/2012</p>
8	<p>10/8/2012</p> <p>10/10/2012</p>	<ul style="list-style-type: none"> ✚ Youth Violence & Gangs 	<p>Knox (2005) <i>What Health Professionals Should Know: Core Competencies</i> pp. 191-199.</p> <p>Gosselin, <i>Chapter 6: Adolescent Perps</i></p>

			Midterm Study Guide provided
9	10/15/2012 10/17/2012	✚ Midterm Review ✚ MIDTERM EXAM	Bring Bluebook & Scantron
10	10/22/2012 10/24/2012	✚ Midterm Returned ✚ Elder Abuse ✚ Overview: Intimate Partner Violence	Gosselin, <i>Chapter 9-Elder Abuse</i> Gosselin, <i>Chapter 2 (p 31-46)</i> Gosselin, Chapter 7: <i>IPV</i>
11	10/29/2012 10/31/2012	✚ IPV & Same Sex partners ✚ Psychological Terrorizing & Stalking	Gosselin, Chapter 8: <i>Same Sex Relationships</i> Gosselin, Chapter 12- <i>Stalking</i>
12	11/5/2012 11/7/2012	✚ IPV Offenders ✚ Female Offenders & Battered Women who Kill	Gosselin, Chapter 10: <i>Adult Offenders</i> Case study: Norman case (Provided) <i>Group Activity</i> Safety Planning with Victims of IPV http://new.vawnet.org/Assoc_Files_VAWnet/BCS20_Staying.pdf
13	11/12/2012 11/14/2012	✚ Veteran's Day ✚ Justice System Response to Partner Abuse	Gosselin, Chapter 11: <i>Police Response</i> Gosselin, Chapter 13: <i>Court Response</i> :
14	11/19/2012 11/21/2012	✚ Collaboration across systems	<i>In-class Quiz</i> <i>Paper 2 due (11/21/2012)</i>

15	11/26/2012 11/28/2012	<ul style="list-style-type: none">  Sexual Violence & Date Rape  Response to Sexual Violence 	<p><i>Take Home Reflection due: Sexual Violence & the Media</i></p> <p>World Report on Violence & Health: Chapter 6: Sexual Violence (Citation Provided)</p> <p>http://www.cdc.gov/Violenceprevention/sexualviolence/index.html</p> <p>Aosved, A., Long, (2006) <i>Co-occurrence of Rape Myth Acceptance, Sexism, Racism, Homophobia, Ageism, Classism, and Religious Intolerance</i>. pp. 481–492. (Citation Provided)</p>
16	12/3/2012 12/5/2012	<ul style="list-style-type: none">  Hate Crimes  Response to Community Violence 	<p>Blee, K.. (2007). The Microdynamics of Hate Violence. (p. 258-270).</p> <p>Updated Study Guide Provided</p> <p><i>Final Reflection Due: Hate & Violence in our Families and Communities</i></p>
17	12/10/2012	<ul style="list-style-type: none">  Review & Prep for Final Exam 	
<ul style="list-style-type: none">  Final Exam <p>Friday, Friday, December 14, 9:45am - 12:00pm</p>			<p>Required: Bring a bluebook & scantron</p>

FINAL EXAM FOR THIS CLASS IS SCHEDULED FOR:

Friday, December 14 09:45-12:00

Please check your schedule for exam conflicts and notify the instructor immediately of any conflicts.

Make-up for all missed/excused exams: Wednesday, December 19, 2012, Time: TBD