

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

Section 1, Spring 2014

Instructor:	Maureen Lowell, MA, LMFT
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Office Hours:	Wednesdays 9:15-10:15 or by appointment
Class Days/Time:	MW 10:30-11:45; (Jan 23, 2014- May 13, 2014)
Classroom:	MacQuarrie Hall Room 523
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 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 to discuss something that requires a conversation. 3. Email should be limited to short answers. If it requires more 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.

Canvas LMS

Access and use of Canvas is required for this course. Syllabus and course content can be found on Canvas. Students are responsible for checking Canvas between classes for announcements and course content postings. Readings listed as “Provided” on the Class Schedule will be posted on Canvas. All writing assignments will be submitted to **Canvas** by the due date in addition to

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

providing a **hardcopy** to the instructor. Both a hardcopy and electronic submission are required for all assignments (unless otherwise specified) by the date due to avoid late penalties (point deduction).

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 public health, 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 in this course. An understanding of how infant and child development is compromised by witnessing abuse and being the objects of abuse provides a complementary developmental understanding to help explain the intergenerational cycle of abusive relationships. An additional theme is civic responsibility. The emphasis is on students beginning to recognize attitudes and beliefs that hinder social action and perpetuate violence and to explore how individuals and groups can work collectively to recognize and respond more effectively to violence in diverse communities.

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 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

This upper division GE course is provided through the Department of Justice Studies. 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.

JS Writing Standards

All submitted written assignments must adhere to the Department of Justice Studies writing standards:

- 1 Conformity to the American Psychological Association (APA) standards for scholarly writing. Minimum standards include:
 - a Consistent use of complete sentences;
 - b Correct use of grammatical constructions, punctuation, sequencing (paragraphing), referencing, hyphenation, spelling, headings, capitalizations, pagination, abbreviations, margins;
 - c Appropriate content, clarity, conciseness, and style;
 - d Neat appearance
- 2 20% of the grade of each written assignment will be based solely on writing.

- 3 Each written assignment must contain no more than 5 novel grammatical errors and/or 5 novel APA errors (e.g., reference citation in text, reference list).
- 4 When a paper is submitted that does not meet departmental standards, it will be returned (ungraded) to the student(s) for revision. The student(s) will have 7 calendar days to revise and re-submit the paper.
- 5 Any paper that is returned to the student(s) for revisions will have an automatic 10% deduction in the total grade of the assignment.
- 6 Upon resubmission, if a paper still does not meet departmental standards, the student(s) will be given a “0” for the written portion of the total paper grade and will be graded only for required content.

Required Texts/Readings

Textbooks

1. Hines, D. A., Malley-Morrison, K & Dutton, L.B. (2013) *Family Violence in the United States: Defining, Understanding and Combating Abuse: 2nd Edition*. Thousand Oaks, CA, Sage Publications, Inc.
2. Required reading for Paper 1:

Sapphire, (1996) *Push*. New York, NY. Vintage Books, Random House.
3. Additional chapters and articles are listed in the course calendar. Additional Links and/or citations will be made available for additional required reading on Canvas™.

Required Articles (Citations)

Children’s Exposure to Violence: A Comprehensive National Survey

<https://www.ncjrs.gov/pdffiles1/ojdp/227744.pdf>

Robert F. Anda, Vincent J. Felitti, J. Douglas Bremner, John D. Walker, Charles Whitfield, Bruce D. Perry, Shanta R. Dube, & Wayne H. Giles (2006) The enduring effects of abuse and related adverse experiences in childhood: A convergence of evidence from neurobiology and epidemiology. *Eur Arch Psychiatry Clinical Neuroscience* Vol. 256 : 174–186.

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

Van der Kolk, B., McFarlane, A.C., Weisaeth, L. (2007) *Traumatic Stress: The Effects of Overwhelming Stress on Mind, Body and Society*. Chapter 9: The Complex Adaptation to Trauma. Pp. 182-213. The Guilford Press, New York.

Fleisher, M. (2009) Coping with Macro-Structural Adversity: Chronic Poverty, Female Youth Gangs, and Cultural Resilience in a US African-American Urban Community. *Journal of Contingencies and Crisis Management*, Vol 17, No 14. pp. 274-284.

Davis (2012) Why Doesn't He Just Leave Me Alone? Persistent Pursuit: A Review of Theories & Evidence. *Sex Roles* Vol 66, pp. 328-339.

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

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. Hubner, J & Wolfson, J (1996) *Somebody Else's Children*. Three Rivers Press, New York. ISBN: 0-609-80170-8.
4. Malley, K., Hines, D. (2004) *Family Violence in a Cultural Perspective: Defining, Understanding, and Combating Abuse*. Thousand Oaks: Sage Publications.
5. Levin, Jack (2007). *The Violence of Hate*, 2nd Ed. Boston: Pearson, Allyn and Bacon.

Canvas™

Syllabus and course content can be found on Canvas™. Course material will be made available as needed. Students are responsible for checking the course webpage between classes for announcements and course content postings. Readings listed as “**Provided**” on the Class Schedule will be posted on Canvas.

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 class attendance.

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/conversations 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 the

scholarly 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 in class, 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. Misuse of laptops is distracting to instructors and students. Please be respectful. If students are unable to comply with use of laptops to enhance learning of class material, computers will be banned from use during instruction time. Laptops are not to permitted during guest lectures, unless specifically requested or allowed.

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](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current 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](#) at <http://www.sjsu.edu/advising/>.

Assignments and Grading Policy

			Corresponding SLO
Papers		40%	1,2,3,5,6
	CA Paper	20%	1,2, 3,
	IPV Paper	20%	1,2,5,6
Exams		40%	1-6
	On-line Quizzes	20%	1,2,3,4,5,6
	Final (Cumulative)	20%	1,2,3,4,5,6
Participation	<i>Equally Weighted</i>	20%	1-6
	Reflection Journal		1,4,5
	In-class Exercises		1,2,3,4,5,6

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, analysis of assigned topic, integration of information covered in the course culminating in a well-written, six to eight page paper.

All papers must be submitted to Canvas™ in the designated 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 without prior approval. Each paper will make up 20% of the student’s grade. Papers are graded on a 50 point rubric (provided).

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 Canvas™.

Students will use the book, **Push** as the case study for illustrating concepts.

ASSIGNMENT No 2: Intimate Partner Violence

Full assignment and grading rubric will be provided on Canvas™.

The second paper requires researching a special topic or current controversy in family violence. See assignment details available online.

Examinations (40%)

Six online quizzes and will be posted on Canvas™ by Friday of the quiz week and must be completed by the next class period. See the course schedule for dates. A cumulative final exam will be given on the assigned final exam day. The exam will be cumulative and 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*. The cumulative score of the online quizzes and the final will make up 40% of the student's grade. Students are **required** to bring a scantron and bluebook to the final exam. Bluebooks will be collected prior to the exam and redistributed. *Do not put your name on the "bluebook"*.

Participation (20%)

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. A reflection journal of in-class writings will be based on prompts provided in class that require students to integrate course material from the reading, lectures and class work. Other in-class participation activities will be added as needed to facilitate learning.

Reflection Journal (Participation)

Reflection journals are used to facilitate integration of concepts presented in class. This forum encourages students to personally explore the material and promotes active learning. The journals promote personal reflection on the material and will be handled respectfully and confidentially. Grades are based on the students' thoughtfulness and scholarly integration of course concepts.

There will be at least four, take-home reflections and at least three, in-class reflections. Take-home reflections will be turned in the following class *and* uploaded on Canvas™. In the case of in-class writings, no additional submission to Canvas™ will be required. Additionally, there will be at least one on-line, graded discussion

Participation points count toward 20% of the student's final grade.

Make-up Exams & Late Papers

In accordance 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. Make-up for online quizzes will not be allowed. Students are expected to complete quizzes within the days provided on-line through Canvas. **Approved make-ups for the final exam will be held on the make-up day of finals week.** (See course schedule for assigned make-up day.)

Academic Standards

Grades in the Department of Justice will be computed on the following percentages

98.0 – 100% = A+	78.0 – 79.9% = C+
93.0 – 97.9.9% = A	73.0 – 77.9% = C
90.0 – 92.9% = A-	70.0 – 72.9% = C-
88.0 – 89.9% = B+	68.0 – 69.9% = D+
83.0 – 87.9% = B	63.0 – 67.9% = D
80.0 – 82.9% = B-	60.0 – 62.9% = F

- *In general, grades should be distributed following a normal curve*
- All JS courses require a “C” or better for passing.

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/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/docs/S07-2.pdf>, 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](#) is available at <http://www.sjsu.edu/studentconduct/>.

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 in a timely manner.

Student Technology Resources

Information is available at <http://www.sjsu.edu/students/technologyandmeeting/>.

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.

Peer Connections

<http://peerconnections.sjsu.edu/>. Peer Connections is located in the **Student Services Center:** SSC 600

Peer Connections was formed in the summer of 2012 by merging two separate programs at San José State University, the Learning Assistance Resource Center (LARC) and the Peer Mentor

Program. Peer Connections offers free mentoring and tutoring services to undergraduate SJSU students. Peer Connections encourages students to become independent learners who are engaged with their campus experience. Mentors and tutors are SJSU students who understand the challenges students face, providing a range of services to meet student needs.

SJSU Writing Center

The San José State University Writing Center is a unit of [Student Academic Success Services \(SASS\)](#). 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 is located at <http://www.sjsu.edu/writingcenter/>.

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 the Canvas™ course homepage. Paper due dates and exam dates are not subject to change so that students can plan their schedules accordingly.

Spring 2014		JS 136	M W 10:30-11:45
Wk	Date	Topics	Required Reading/Activities/Assignments
1	Monday 1/27/2014 1/29/2014	<p>Unit 1: Course Overview</p> <p>Green sheets & Course Overview</p> <p>Use of Canvas</p> <p>Unit 2: Introduction to Violence</p> <p>Typology & Context of Interpersonal Violence</p>	<p>Green Sheet/Course Syllabus</p> <p>Reading:</p> <p>Hines (2013) Textbook:</p> <ul style="list-style-type: none"> • Chapter 11: Ecological Contexts of Family Violence • Chapter 12: Racial/Ethnic Issues in Family Violence <p>Assignment/Activity:</p> <p><i>Take-home Reflection: "I'm From" (Due Wednesday, 1/29/2014)</i></p> <p><i>Syllabus Quiz posted (due Monday, 2/3/14)</i></p>
2	2/3/2014 2/5/2014	<p>Introduction to Violence (cont)</p> <p>Unit 3: Child Maltreatment</p> <p>Overview of Child maltreatment</p>	<p>Reading:</p> <p>Hines (2013) Textbook:</p> <p>Chapter 1: Issues in the Definition of Family Violence and Abuse</p> <p>Children's Exposure to Violence: A Comprehensive National Survey</p> <p>https://www.ncjrs.gov/pdffiles1/ojdp/227744.pdf</p> <p>Assignment/Activity:</p> <p><i>In-class Reflection (week 2)</i></p>

3	2/10/2014 2/12/2014	CM: Physical Abuse CM: Child Neglect; Psychological Maltreatment	Reading: Hines (2013) Textbook: Chapter 2: Child Physical Abuse Chapter 4: Child Neglect & Psychological Maltreatment Assignment/Activity: On-line quiz (Posted Friday)
4	2/17/2014 2/19/2014	CM: Child Witness to Intimate Partner Violence CM: Sexual Abuse of Children	Reading: Edelson, J. (2011) Emerging Responses to Children Exposed to Domestic Violence (Provided on Canvas) Hines (2013) Textbook: Chapter 3: Child Sexual Maltreatment Activity: <i>Take home reflection: (due 2/24/2014)</i>
5	2/24/2014 2/26/2014	Effects of Maltreatment: Neurobiology of Trauma	Reading: Van der Kolk, B., McFarlane, A.C., Weisaeth, L. (2007) Traumatic Stress: The Effects of Overwhelming Stress on Mind, Body and Society. Chapter 9: The Complex Adaptation to Trauma. Pp. 182- 213. The Guilford Press, New York. (Provided on Canvas) Anda, Felitte, Bremner, Walker, Whitfield, Perry, Dube & Giles (2006) The enduring effects of abuse and related adverse experiences in childhood: A convergence of evidence from neurobiology and epidemiology. <i>Eur Arch Psychiatry Clinical Neuroscience</i> Vol. 256 : PP174–186 (Provided on Canvas) Perry (2009) Examining Child Maltreatment Through a Neurodevelopmental Lens (Optional) Assignment/Activity: On-line quiz (Posted Friday)

<p>6</p>	<p>3/3/2014 3/5/2014</p>	<p>Community Response to Child Abuse & Neglect & Collaboration</p>	<p>Reading: Myers, J.E.B. (2011) The APSAC Handbook on Child Maltreatment. Sage, Los Angeles, CA.</p> <ul style="list-style-type: none"> • <i>Chapter 1: The Child Protection System in the United States (p.3-15)</i> • <i>Chapter 3: Child Protection System (p. 42-52)</i> • <i>Chapter 4: Juvenile Court (p. 53-66)</i> <p>Assignment/Activity: <i>In-class Reflection (3/5/2014): Write questions for further inquiry based on reading</i></p>
<p>7</p>	<p>3/10/2014 3/12/2014</p>	<p>Unit 4: Youth Violence Youth Violence & Gangs</p>	<p>Reading: Fleisher, M. (2009) Coping with Macro-Structural Adversity: Chronic Poverty, Female Youth Gangs, and Cultural Resilience in a US African-American Urban Community. <i>Journal of Contingencies and Crisis Management</i>, Vol 17, No 14. pp. 274-284.</p> <p>Assignment/Activity: Paper 1 Due (3/10/14)</p> <p>Must be substantively used in paper</p> <p style="padding-left: 40px;">Van der Kolk, B., McFarlane, A.C., Weisaeth, L. (2007) Traumatic Stress: The Effects of Overwhelming Stress on Mind, Body and Society. Chapter 9: The Complex Adaptation to Trauma. Pp. 182-213. The Guilford Press, New York.</p> <p>Assignment/Activity: On-line quiz (Posted Friday)</p>

8	3/17/2014 3/19/2014	<p>Unit 5: Elder Abuse</p> <p>Unit 6: IPV</p> <p>Overview</p>	<p>Hines (2013) Textbook:</p> <p>Chapter 9: Maltreatment of Older Adults and People with Disabilities</p> <p>Hines (2013) Textbook:</p> <p>Chapter 5: Maltreatment of Female Partners</p> <p>Assignment/Activity:</p> <p>In-class reflection (3/19/2014)</p>
9	3/24/2014 3/26/2014	Spring Break	
10	3/31/2014 4/2/2014	<p>No Class: Caesar Chavez Day Observed</p> <p>Unit 6: IPV (cont)</p> <p>Female Offenders</p> <p>Same Sex partners</p>	<p>Reading:</p> <p>Hines (2013) Textbook:</p> <p>Chapter 6: Maltreatment of Male Partners</p> <p>Hines (2013) Textbook:</p> <p>Chapter 8: Maltreatment in LGBTQI Relationships</p> <p>Assignment/Activity:</p> <p>On-line quiz (Posted Friday)</p>
11	4/7/2014 4/9/2014	<p>IPV:</p> <p>Risk and Danger Assessment in IPV</p> <p>Justice System Response</p>	<p>Reading:</p> <p>Safety Planning with Victims of IPV http://new.vawnet.org/Assoc_Files_VAWnet/BCS20_Staying.pdf</p> <p>Buzawa, E.S., Buzawa, C.G. & Stark, E (2012) Responding to Domestic Violence: The integration of criminal justice and social services. Sage, Los Angeles.</p> <p><i>Chapter 8: Variations in Arrest Practice, pp 191-220</i></p> <p><i>Chapter 11: Civil Courts and the Role of Restraining Orders</i></p> <p>Assignment/Activity:</p> <p>Group Activity (<i>Danger Assessment</i>)</p> <p>On-line quiz (Posted Friday)</p>

12	4/14/2014 4/16/2014	IPV: Justice System Response to Partner Abuse IPV: Battered Women who Kill	Reading: Case study: Norman case (Provided) Assignment/Activity: In-class/take-home reflection (4/16/2014) Paper 2 Due Wednesday, 4/16/2014
13	4/21/2014 4/23/2014	Unit 8: Community Violence Stalking: Online lecture	Reading: Davis (2012) Why Doesn't He Just Leave Me Alone? Persistent Pursuit: A Review of Theories & Evidence. <i>Sex Roles</i> Vol 66, pp. 328-339. Assignment/Activity: FJCA: Stalking - Webinar PowerPoint - High Lethality Domestic Violence and Stalking Offender Intervention - Szych & NFJCA 01-11 http://www.familyjusticecenter.org/jdownloads/viewcategory/19-stalking.html Watch documentary Peggy's Story (3 Parts) http://youtu.be/P8Pc6GEUfZ0 http://youtu.be/Rw-X-HD_1V0 http://youtu.be/hJ4whVTOk_4 Online class & quiz/reflection
14	4/28/2014 4/30/2014	Sexual Violence & Date Rape Sexual Violence: On-line Discussion (graded)	Reading: Renzettie, C.M., Edleson, J.L. Bergen, R.K. (2012) Companion Reader on Violence Against Women. Sage, Los Angeles, CA. <i>Campbell, R., Dworkin, E. & Cabral, G. Chapter 1: An Ecological Model of the Impact of Sexual Assault on Women's Mental Health.pp.3-29</i>

			<p>Assignment/Activity:</p> <p>On-line discussion (Graded)</p>
15	5/5/2014 5/7/2014	Hate Violence Response to Community Violence	<p>Reading:</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> <p>Blee, K.. (2007). The Microdynamics of Hate Violence. (p. 258-270).</p> <p>Assignment/Activity:</p> <p><i>Final Reflection Due 5/7/14: Hate & Violence in our Families and Communities</i></p>
16	5/12/2014	Last class day Review for Final (cumulative)	<p>Assignment/Activity:</p> <p>Review</p>
17	Final Exam Thursday, May 15 9:45 AM-12:00 PM	FINAL EXAM Thursday, May 15 9:45 AM-12:00 PM	<p>Required: Bring a blank intact bluebook (no missing pages) & scantron</p>

FINAL EXAM FOR THIS CLASS IS SCHEDULED FOR:

Thursday, May 15	9:45 AM-12:00 PM
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Please check your schedule for exam conflicts and notify the instructor immediately of any conflicts.

Make-up for all missed/excused exams: Thursday, May 22, 2014, Time: TBD