

San José State University
Justice Studies Department
Family and Community Violence, JS 136, Fall, 2015

Course and Contact Information

Instructor:	Virginia Montelongo, M.S.
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Office Hours:	Thurs: 7:45 a.m. -8:45a.m.
Class Days/Time:	Tues/Thurs: 9:00 a.m.-10:15 a.m.
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. Successful completion or co-enrollment in 100W is high recommended.
SJSU Studies Category:	JS136 fulfills Area S of SJSU Studies
Justice Studies Major Area:	JS136 counts as an Area C course in the Justice Studies major.

Justice Studies Department 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.

Catalog 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. GE Area: S Prerequisite: Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended.

Note: Must achieve a grade of "C" or better to fulfill Justice Studies major requirements.

Learning Outcomes and Course Goals

GE Learning Outcomes (GELO):

After successfully completing the course, students shall be able to:

- GELO 1. Describes how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age), are shaped by cultural and societal influence within contexts of equality and inequality. (Course Learning Outcomes 1 and 3)
- GELO 2. Describe historical, social, political, economic processes producing diversity, equality, and structured inequalities in the U.S. (Course Learning Outcome 2)
- GELO 3. 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). (Course Learning Outcomes 4 and 5)
- GELO 4. Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S. (Course Learning Outcomes 5 and 6)

Course Learning Outcomes (CLO)

After successfully completing the course, students shall be able to:

- CLO 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.
- CLO 2. Identify how historical, social, psychological, economic and political factors have influenced the recognition of and response to each type of abusive relationships.
- CLO 3. Demonstrate knowledge about the consequences of violence and effects on victims from diverse backgrounds.
- CLO 4. Demonstrate awareness about one's own prejudicial attitudes and behaviors that tolerate and promote abusive relationships.
- CLO 5. Identify ways in which individuals from diverse backgrounds and communities can prevent and intervene in each type of abusive and violent relationship.

CLO 6. Critique the current justice system response and propose ways in which greater equality and justice can be achieved in each type of abusive relationship. This involves reviewing:

- (a) Statutory laws
- (b) Role of law enforcement
- (c) Proceedings within criminal, family and juvenile courts
- (d) Auxiliary services offered by child protective, victim's advocates and family court agencies.

Required Texts/Readings

Textbook

1. Hines, D. A., Malley-Morrison, K., & Dutton, L.B. (2013) Family and Violence in the United States: Defining, Understanding, and Combating Abuse. 2nd Edition. Thousand Oaks, CA., Sage Publications Inc. ISBN # 978-4129-8900-8
2. Additional chapters and articles are listed below and in the course calendar. Additional Links and/or citations for the additional required reading will be made available on Canvas.

Other Readings

Additional articles and readings are posted on the course schedule below. These are subject to change with notice via Canvas. Please note, some readings have been marked as TBA and will be assigned with due notice. Access to and/or links to require reading beyond the textbook are available on Canvas under the assigned week in the "Modules" tab.

Recommended Readings (not required).

1. American Psychological Association (APA) (2012) Publication Manual of the APA. 6th 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: An Introduction. Third Edition. Newbury Park, CA., Sage Publishing Inc. ASIN: B0090325KC
3. Hubner, J. & Wolfson, J. (1996) Somebody Else's Children: The Courts, the Kids, and the Struggle to Save America's Troubled Families. Three Rivers Press, New York. ISBN: 0517-599414.
4. Malley, K., & Hine, D. (2004) Family Violence in a Cultural Perspective: Defining, Understanding, and Combating Abuse. Thousand Oaks: Sage Publishing Inc. ISBN: 978-0761925965
5. Levin, Jack (2007) The Violence of Hate: Confronting Racism, Anti-Semitism, and other Forms of Bigotry. 2nd Edition. Boston: Pearson, Allyn and Bacon. ISBN:978-0-205-46087-8

Other equipment / material requirements

Students will need dependable access to a computer and the internet. Students will need to be familiar with software associated with Canvas TM™. Students need to be able to submit papers in standard work process format.

Library Liaison

Silke Higgins, silke.higgins@sjsu.edu, (408) 808-2118
<http://libguides.sjsu.edu/justicestudies>

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>

	Assignments/Activity	Due Date	Weight	Corresponding CLO
Papers	Equally weighted		35%	1, 2, 3, 5, 6,
	CM Paper	9/22/2015		1, 2, 4, 5, 6
	IPV Paper	11/24/2015		
Exams	Equally weighted		35%	1 – 6
	Quizzes	See Course Schedule		1, 2, 3, 4, 5, 6
	Final (Cumulative)	12/10/2015		1, 2, 3, 4, 5, 6,
Participation	Equally weighted Reflection Journals	See course Schedule	30%	1 – 6 1, 4, 5
	On-line Exercises	See course Schedule "Subject to change with fair notice."		1, 2, 3, 4, 5, 6

Submission of Assignments to Canvas™

Students are required to submit all documents to Canvas. It is your responsibility to submit documents to Canvas that are in common formats so that the documents can be opened and processed by Canvas. Failure to submit documents in an acceptable format may result in a zero for that assignment. Students will be sent a message through Canvas if the document cannot be opened or processed. If this continues to be a problem,

students may receive a zero without further notice for assignments submitted in formats that cannot be opened and processed.

Embedded in Canvas is **Turnitin.com**, which generates an originality report. Each originality report is reviewed to evaluate for plagiarism. Documents that cannot be processed through turnitin.com cannot be graded. Documents that cannot be fully processed may result in a zero for that assignment.

Grading Policy

The class assignments will have a point total that will be included in the instructions for the activity or assignment, including due dates and late policies. Some assignments, such as discussions and quizzes, will close at the deadline with no option for late submissions. Students failing to complete their assignments by these deadlines will receive a zero for that time.

Students are evaluated based on Papers, Exams and Participation. Point totals can be tracked in the grades tab in Canvas TM. The letter grades described below will be assigned based on the percent of the total points.

Papers (35%)

Papers make up 35% of the student's grade. Two 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 (6-8) page paper.

All papers must be submitted to Canvas TM in the designated folder 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 be weighted equally. Papers are graded on a 50 - point rubric (provided).

Both papers require literature review (i.e. library research) 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 centers and resources 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 prior to the due dates. A link to Purdue OWL is provided in "Course Support Materials", in the Modules tab. This link provides information about formatting, citations and referencing.

Two writing assignments require students to demonstrate their understanding of the course content learning outcomes (CLO'S) 1-6. Other experiences that develop mastery of the outcomes include small group discussions, exercises analyzing case vignettes, documentary film reviews, class discussions, and an observation in either a dependency, family, or criminal court.

ASSIGNMENT No. 1: Child Maltreatment (CM)

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

Students will read the book Sapphire, (1996) **Push**, as the case study for illustrating concepts. New York, NY. Vintage Books, Random House (176 pgs) ISBN: 0-679- 44626-5

ASSIGNMENT No. 2: Intimate Partner Violence (IPV)

The second paper requires researching a special topic or current controversy in family violence. Assignment details to be provided in class.

Examinations (35%)

Quizzes

Six online quizzes will be posted on Canvas™ by Tuesday morning of the quiz week and must be completed by the designated due date. If all six quizzes are completed, you will be able to drop your lowest quiz score. Students are encouraged to take all quizzes as a way to stay current with course material throughout the course and receive feedback on comprehension of key concepts. See the course schedule for quiz dates.

Final Exam

A cumulative final exam will be given on the assigned final exam day. The exam will be cumulative and will cover content from assigned readings and lecture material. A study guide from the previous semester is provided on Canvas. An update will be provided prior to the final review. The cumulative score of the online quizzes and the final will make up **35%** of the student's grade.

Participation (30%)

- 1. Reflection Journal:** 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 request personal reflection on the material and will be handled respectfully and confidentially. Grades are based on the student's thoughtfulness and scholarly integration of course concepts. In strong reflections, students make connections between course material and their evolving critical discourse on the topic. Reflections are noted as class activities in the course schedule below.
- 2. Discussion:** Graded discussions will be used to facilitate student dialogue, an important process for learning and the integration of complex social issues. Please pay close attention to posting deadlines included in the discussion instructions. Initial post deadlines are earlier than discussion due dates. This is done to facilitate discussion among students. You also typically will not have access to other posts until you have posted your initial discussion post. A class announcement will be made once class discussion prompts are available. Instructions and due dates will be provided with each prompt. Students are responsible for all instructions. Read carefully as soon as the prompt is posted even if you do not plan to complete the work immediately.

Grades are calculated based upon the scale below:

98.0 - 100% = A+	78.0 - 79.9% = C+
93.0 - 97.9% = 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% = D-
	00.0 - 59.9% = F

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Classroom Protocol.

As a note of caution; the content of this course can raise sensitive issues. Given this, students should express and conduct themselves with the utmost respect and awareness of the potential impact on others based on statements made or views expressed. Conversely, students are encouraged to express their experience of disrespect, for the benefit of all, in a manner consistent with the same standards for awareness and respect. Perceived violations of this expectation will be first viewed as teachable opportunities communicated directly to the student or students concerned.

It is expected that students will keep up with the course and its deadlines by checking for updates, new material and due dates on a regular basis, and by completing lectures and activities each week.

Your own commitment to learning, as evidenced by your enrollment at San José State University and the University’s Academic Integrity Policy (Academic Senate Policy S07-2), require you to be honest in all your academic course work. Faculty members are required to report all alleged violations of the Academic Integrity Policy to Student Conduct and Ethical Development. Instances of academic dishonesty will not be tolerated. Cheating 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 [insert Academic Sanction you choose from section 4.0] and administrative sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

Cell phones must be kept **OFF OR ON SILENT** upon entering and during class structure time. No cell phones are to be visible during class structure time.

University Policies

Dropping and Adding

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 year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

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

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course.

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Student Technology Resources

Computer labs for students use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring,

enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to



scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

JS 136/Family and Community Violence, Fall 2015, Course Schedule

The following is an agenda for the semester including topics, readings, assignments, activities and the final exam. This course schedule provides a general plan that is subject to change with fair notice. Students will be notified

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/20/2015 Thursday Only	<p>Course Overview</p> <p>Syllabus and Course Overview</p> <p>Introduction to use of Canvas in JS 136</p> <p>Introduction to Family and Community Violence, and Defining and Understanding Abuse</p> <p>Reading: Hines (2013) Textbook: Chapter 1: Issues in the Definition of Family Violence and Abuse</p>
2	8/25/2015 8/27/2015	<p>Child Maltreatment</p> <p>Reading: Hines (2013) Textbook Chapter 2: Child Physical Maltreatment</p> <p>Children’s Exposure to Violence: A Comprehensive National Survey https://ncjrs.gov/pdffiles/ojjdp/227744.pdf</p> <p>Assignment/Activity: Poem (Due 8/27/15) Reflection (RI Due 9/1/15) Paper 1: Child Maltreatment (CM) Case Study using the book <u>Push.</u> Paper due: 9/22/15 by midnight Syllabus Quiz (Q1)</p>
3	9/1/2015	<p>Child Maltreatment</p>

Week	Date	Topics, Readings, Assignments, Deadlines
	9/3/2015	<p>Reading: Hines (2013) Textbook Chapter 4: Child Neglect and Psychological Maltreatment</p> <p>Overview of Child Maltreatment</p> <p>The Types of Child and Maltreatment Abuses</p> <p>Assignment/Activity: Child Maltreatment (Q2: Due: Tuesday, 9/8/2015 by midnight)</p>
4	9/8/2015 9/10/2015	<p>Child Maltreatment</p> <p>Child Witness to Intimate Partner Violence Sexual Abuse of Children</p> <p>Reading: Edelson J. (2011) Emerging Responses to Children Exposed to Domestic Violence (Provided on Canvas)</p> <p>Assignment/Activity: Reflection: Child Maltreatment (R2: Due 9/15/15)</p>
5	9/15/2015 9/17/2015	<p>Child Maltreatment</p> <p>Effects of Maltreatment: Neurobiology of Trauma</p> <p>Reading: Van der Kolk, B., McFarlane, A.C., Weisaeth, L. (2007) Traumatic Stress: The Effects of Overwhelming Stress on the Mind, Body and Society. Chapter 9: The Complex Adaptation to Trauma (pp. 182-213). The Guilford Press, New York. This article to be substantially used in Paper 1.</p> <p>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. Eur Arch Psychiatry Clinical Neuroscience (Vol. 256, pp. 174-186) (Provided on Canvas)</p> <p>Assignment/Activity: Critical Thinking class discussion. Student to obtain a current newspaper or magazine article on Child Maltreatment. Describe the incident and provide your opinion of what lead to the abuse.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Impact of Sexual Assault on Women’s Mental Health (pp. 3-29)</p> <p>The Invisible War (2012) Documentary about Rape in the U.S. Military Trailer (1.46) Clip (1.23) (Internet)</p> <p>Assignment/Activity: Critical Thinking discussion on rape and social responsibility</p> <p>Quiz: (Q6: Due Tuesday 11/24/2015 by midnight)</p>
Due	11/24/2015	<p>Community Violence con’t</p> <p>Hate Violence Response to Community Violence</p> <p>Reading: Hines (2013) Textbook Chapter 9: Maltreatment of Older Adults and People with Disabilities</p> <p>Aosved, A., Long, (2006) Co-occurrence of Rape Myth Acceptance, Sexism, Racism, Homophobia, Ageism, Classism, and Religious Intolerance (pp. 481-492). (Citation Provided)</p> <p>Blee, K., (2007). The Microdynamics of Hate Violence (pp.258-270).</p> <p>Turn in 2nd Paper: IPV Case Study Due Today Final Reflection: (R5: Due 11/17/2015)</p> <p>Violence in our Families and Communities (late papers not accepted)</p> <p>Assignment/Activity: Critical Thinking Class Discussion</p>
	11/26/2015	<p>NO CLASS</p>
16	12/01/2015	<p>Community Violence con’t</p> <p>Response to Community Violence Class Discussion on Paper 2</p>

Week	Date	Topics, Readings, Assignments, Deadlines
	12/3/2015	<p>Reading: Hines (2013) Textbook</p> <p>Chapter 12: Racial/Ethnic Issues in Family Violence Chapter 13: Religious Influence on Family Violence</p> <p>Assignment/Activity: Critical Thinking Class Discussion Review Chapters</p>
17	12/08/2015	<p>Class Review Critical Thinking Class Discussion Review for Finals</p>
	12/10/2015	<p>FINAL Exam: 7:15 a.m. - 9:30 a.m.</p>