

**San José State University  
Justice Studies Department**

**JS136, Hate & Violence in the Family and Community, Sect 1, Spring 2015**

**Course and Contact Information**

<b>Instructor:</b>	Maureen Lowell, MA, LMFT
<b>Office Location:</b>	Online only; contact by email or schedule a time to meet via Skype or phone for synchronous communication
<b>Telephone:</b>	(408) 924-3209 (voicemail only)
<b>Email:</b>	<a href="mailto:maureen.lowell@sjsu.edu">maureen.lowell@sjsu.edu</a>
<b>Office Hours:</b>	Held via phone or Skype, Thursdays 9:30-10:30, by appointment Or by appointment at other times
<b>Class Days/Time:</b>	Online: The week's material will be posted by Tuesday and Thursday morning of each week.
<b>Classroom:</b>	Online: Canvas™
<b>Prerequisites:</b>	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 highly recommended.
<b>GE/SJSU Studies Category:</b>	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> )

**Course Format**

This course is delivered as an online course. Students will need access to a computer and reliable internet access. Students will need to regularly access and be comfortable with Canvas™, SJSU's learning management system, and all technologies associated with Canvas. All communication will be through Canvas, so students are encouraged to set up notifications to other technology and email as needed.

**Canvas™**

Course materials including the syllabus, lectures videos, handouts, notes, assignment instructions, etc. can be found on the Canvas™ learning management system course website. You are responsible for regularly checking with the messaging system through Canvas to learn of any updates and to access all course content.

**Course Description**

The course examines abusive relationships and community and justice system policies associated with intervention and prevention. Topics include child abuse and neglect, gangs, hate crimes, sexual violence and rape, partner 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. Successful completion of, or co-enrollment in a 100W course is highly recommended.

## **Learning Outcomes and Course Goals**

### **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 Learning Outcomes**

LO1. Define and differentiate the abuse of power and the use of violence based upon gender, ethnicity, race, religion, class, sexual orientation, disability and age

LO2. Identify how historical, social, psychological, economic and political factors have influenced the recognition of and response to each type of abusive relationship,

LO3. Demonstrate knowledge about the consequences of violence and effects on victims from diverse backgrounds,

LO4. Demonstrate awareness about one's own prejudicial attitudes and behaviors that tolerate and promote abusive relationships,

LO5. Identify ways in which 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

### **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 discussions and optional observations in dependency, family and criminal courts.

### **Teaching Philosophy**

This class combines reading, lectures and video segments to present the conceptual material. On-line discussions and exercises are used for students to critique the readings, lectures, videos and data presented on rates of incidence and prevalence of violence. These activities and written assignments enable students to examine their own attitudes, and cultural and family beliefs about abusive relationships. The goal of the on-line discussions is to engage in meaningful dialogue about critical issues and explore practical, creative and effective community and justice system responses for preventing and intervening in violence. It is the premise of this course that, through this critical discourse, we can move toward more effective strategies that are respectful of diverse perspectives and allow us to achieve greater justice and equality.

**Warning:** The material covered in class is *not* hypothetical and reflects experiences shared by many individuals including individuals enrolled in this 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 talk to the instructor.

[http://www.sjsu.edu/counseling/Personal\\_Counseling/index.htm](http://www.sjsu.edu/counseling/Personal_Counseling/index.htm)

## Required Texts/Readings

### Textbook

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 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 required reading beyond the textbook are available on Canvas™ under the assigned week in the “Modules” tab.

### Week Required reading beyond textbook chapters:

2	Children’s Exposure to Violence: A Comprehensive National Survey <a href="https://www.ncjrs.gov/pdffiles1/ojjdp/227744.pdf">https://www.ncjrs.gov/pdffiles1/ojjdp/227744.pdf</a>
4	Edelson, J. (2011) Emerging Responses to Children Exposed to Domestic Violence <a href="http://new.vawnet.org/Assoc_Files_VAWnet/AR_ChildrensExposure.pdf">http://new.vawnet.org/Assoc_Files_VAWnet/AR_ChildrensExposure.pdf</a>
5	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. <i>Eur Arch Psychiatry Clinical Neuroscience</i> Vol. 256 : 174–186.
5	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.
6	Myers, J.E.B. (2011) <i>The APSAC Handbook on Child Maltreatment</i> . Sage, Los Angeles, CA. <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>
7	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.
11	Buzawa, E.S., Buzawa, C.G. & Stark, E (2012) <i>Responding to Domestic Violence: The integration of criminal justice and social services</i> . Sage, Los Angeles.

*Chapter 8: Variations in Arrest Practice, pp 191-220*

*Chapter 11: Civil Courts and the Role of Restraining Orders*

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

14 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

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

15 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/pqdweb?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*. 5<sup>th</sup> Edition
  - a. Any APA reference guide (published since 2005) is acceptable. These are available at any bookstore or at [www.apastyle.org](http://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, 2<sup>nd</sup> Ed*. Boston: Pearson, Allyn and Bacon.

### **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. Students need to be able to submit papers in standard word process format.

### **Library Liaison**

Higgins, Silke  
Phone: (408) 808-2118  
Email: [Silke.Higgins@sjsu.edu](mailto:Silke.Higgins@sjsu.edu)

### **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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

	<b>Assignment/Activity</b>	<b>Due Date</b>	<b>Weight</b>	<b>Corresponding SLO</b>
<b>Papers</b>	<i>Equally weighted</i>		<b>35%</b>	<b>1,2,3,5,6</b>
	CA Paper	3/2/2015		1,2, 3,
	IPV Paper	4/20/2015		1,2,5,6
<b>Exams</b>	<i>Equally weighted</i>		<b>35%</b>	<b>1-6</b>
	On-line Quizzes	See Course Schedule		1,2,3,4,5,6
	Final (Cumulative)	5/15/2015		1,2,3,4,5,6
<b>Participation</b>	<i>Equally Weighted</i>		<b>30%</b>	<b>1-6</b>
	Reflection Journal	See Course Schedule		1,4,5
	On-line Discussions & Exercises	See Course Schedule		<b>1,2,3,4,5,6</b>

### 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.

### 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 page paper.

All papers must be submitted to Canvas <sup>TM</sup> 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 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.

### ***ASSIGNMENT No 1: Child Maltreatment***

Full assignment and grading rubric will be provided on Canvas™. Students will read and 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 (35%)**

### **Quizzes**

Six online quizzes will be posted on Canvas™ by Friday 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%)**

### **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 request 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. In strong reflections, students make connections between course material and your evolving critical discourse on the topic. Reflections are noted as class activities in the course schedule below.

### **Discussion**

On-line, graded discussions will be used to facilitate student dialogue, an important process for learning and the integration of these 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.

## **Grading Policy**

The above 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 by these deadlines will receive a zero for that item.

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

Grades are calculated based upon the scale below:

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-	00.0 – 62.9%	= F

Note: “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. If you have questions regarding your grade or how it was determined, please see me.

## **Department of 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.

## **Online Classroom Protocol**

This course is fully online. As a note of caution: online formats necessarily eliminate all the benefits of face-to-face communication that allow us to gauge the reactions of others to our comments and can give the impression

of anonymity. Further, 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 completing lectures and activities each week. You will be provided with an overview of the unit by Tuesday morning each week.

*Caution:* online courses can create an out-of-sight; out-of-mind gap for students, which may negatively impact your success in this course. Be sure to tune-in weekly (at a minimum) and complete required activities including viewing lectures and links; participating in online discussions; and completing reflections and quizzes.

## **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/](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.

“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](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.

### **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

### **Student Technology Resources**

Computer labs for student 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 10<sup>th</sup> 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**

It is not uncommon for students to be negatively impacted by the material presented in this course. It is graphic and may bring up memories and issues that you thought you had put behind you or challenge you emotionally to face the realities of human suffering. These are normal reactions, but can be painful and at times overwhelming. Reactions have been known to impact student success and students' ability to meet deadlines. I encourage you to use the services available to you to address issues as they arise.

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> 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: Hate & Violence in the Family and Community: Spring, 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 through Canvas announcements and class presentations.

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/22/2015 Thursday only	<p><b>Unit 1: Course Overview</b></p> <p>Green sheets &amp; Course Overview</p> <p>Introduction to use of Canvas in JS136 (online)</p> <hr/> <p><b>Reading:</b></p> <p><b>Hines (2013) Textbook:</b></p> <p>Chapter 11: Ecological Contexts of Family Violence</p> <p>Chapter 12: Racial/Ethnic Issues in Family Violence</p> <p><b>Assignment/Activity:</b></p> <p>Post profile</p> <p>Syllabus Quiz (Q1: Due Tuesday, January 27, 2015)</p>
2	1/27/2015	<p><b>Unit 2: Introduction to Violence</b></p> <p>Typology &amp; Context of Interpersonal Violence</p> <hr/> <p><b>Reading:</b></p> <p><b>Hines (2013) Textbook:</b></p> <p>Chapter 1: Issues in the Definition of Family Violence and Abuse</p> <p><b>Children's Exposure to Violence: A Comprehensive National Survey</b></p> <p><a href="https://www.ncjrs.gov/pdffiles1/ojdp/227744.pdf">https://www.ncjrs.gov/pdffiles1/ojdp/227744.pdf</a> <b>Assignment/Activity:</b></p> <p><b>Assignment/Activity:</b></p> <p>Poem (Due Thursday, January 29, 2015)</p> <p>Reflection (R1: Due Monday, February 2, 2015)</p> <p>Paper 1: Child Maltreatment Case Study using PUSH</p> <ul style="list-style-type: none"> <li>• Begin reading the book PUSH by Sapphire</li> <li>• Paper due Monday, March 2, 2015 (midnight)</li> </ul>
3	2/3/2015	<p><b>Unit 3: Child Maltreatment</b></p> <p>Overview of Child maltreatment</p> <p>Physical Abuse</p> <p>Child Neglect; Psychological Maltreatment</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><b>Reading: Hines (2013) Textbook:</b>  Chapter 2: Child Physical Abuse  Chapter 4: Child Neglect &amp; Psychological Maltreatment</p> <p><b>Assignment/Activity:</b>  On-line quiz: Child Maltreatment (Q2: <b>Due by Monday, 2/9/2015, midnight</b>)</p>
4	2/10/2015	<p><b>Unit 3: Child Maltreatment</b>  Child Witness to Intimate Partner Violence  Sexual Abuse of Children</p> <hr/> <p><b>Reading:</b>  <b>Edelson, J. (2011)</b> Emerging Responses to Children Exposed to Domestic Violence (Provided on Canvas)  <b>Hines (2013) Textbook:</b>  Chapter 3: Child Sexual Maltreatment</p> <p><b>Activity:</b>  Reflection: Child Maltreatment (R2: <b>Due Monday, 2/16/2015, midnight</b>)</p>
5	2/17/2015	<p><b>Unit 3: Child Maltreatment</b>  <b>Effects of Maltreatment: Neurobiology of Trauma</b></p> <hr/> <p><b>Reading:</b>  <b>Van der Kolk, B., McFarlane, A.C., Weisaeth, L. (2007)</b> 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.  <u>This article must be substantively used in Paper 1</u>  <b>Anda, Felitte, Bremner, Walker, Whitfield, Perry, Dube &amp; Giles (2006)</b> 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)  <b>Perry (2009)</b> Examining Child Maltreatment Through a Neurodevelopmental Lens (Optional)</p> <p><b>Assignment/Activity:</b>  On-line Discussion (see instructions)  Initial post due 2/19/2015, midnight  Response/discussion closes 2/23/2015, midnight</p>

Week	Date	Topics, Readings, Assignments, Deadlines
6	2/24/2015	<p><b>Unit 3: Child Maltreatment</b> Community Response to Child Abuse &amp; Neglect &amp; Collaboration</p> <hr/> <p><b>Reading:</b> <b>Myers, J.E.B. (2011)</b> The APSAC Handbook on Child Maltreatment. Sage, Los Angeles, CA. <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> <p><b>Assignment/Activity:</b> <b>Paper 1:</b> Child Maltreatment &amp; Case Study due next week (P1: Due March 2, 2015, midnight)</p>
7	3/3/2015	<p><b>Unit 4: Youth Violence</b> Youth Violence &amp; Gangs</p> <hr/> <p><b>Reading:</b> <b>Fleisher, M. (2009)</b> 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><b>Assignment/Activity:</b> Quiz: (Q3: <b>Due</b> 3/9/2015, midnight)</p>
8	3/10/2015	<p><b>Unit 5: Elder Abuse</b></p> <p><b>Unit 6: IPV</b> Overview</p> <hr/> <p><b>Hines (2013) Textbook:</b> Chapter 9: Maltreatment of Older Adults and People with Disabilities</p> <p><b>Hines (2013) Textbook:</b> Chapter 5: Maltreatment of Female Partners</p> <p><b>Assignment/Activity:</b> Reflection (R3: <b>Due:</b> Monday, 3/16/2015, midnight)</p>
9	3/17/2015	<p><b>Unit 6: IPV (cont)</b> Female Offenders Same Sex partners</p> <hr/> <p><b>Reading:</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><b>Hines (2013) Textbook:</b></p> <p>Chapter 6: Maltreatment of Male Partners</p> <p>Chapter 8: Maltreatment in LGBTQI Relationships</p> <p><b>Assignment/Activity:</b></p> <p>On-line quiz (Q4: Due to Spring Break, the quiz will be posted Tuesday 3/17 and will be closed Friday, 3/20/2015)</p>
10	3/24/2015	SPRING BREAK: NO NEW MATERIAL
11	3/31/2015 Thursday only	<p><b>Unit 6: IPV (cont)</b></p> <p>Risk and Danger Assessment in IPV</p> <p>Justice System Response</p> <hr/> <p><b>Reading:</b></p> <p>Safety Planning with Victims of IPV: Article TBA</p> <p><b>Buzawa, E.S., Buzawa, C.G. &amp; Stark, E (2012)</b> 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><b>Assignment/Activity:</b></p> <p>Group Activity (<i>Danger Assessment</i>)</p> <p>Reflection (R4: Due 4/6/2015, midnight)</p>
12	4/7/2015	<p><b>Unit 6: IPV (cont)</b></p> <p>Justice System Response to Partner Abuse</p> <p>Battered Women who Kill</p> <hr/> <p><b>Reading:</b></p> <p>TBA</p> <p>Case study: Norman case (Provided)</p> <p><b>Assignment/Activity:</b></p> <p>Quiz (Q5: <b>Due</b> Monday, 4/13/2015, midnight)</p>
13	4/14/2015	<p><b>Unit 7: Community Violence</b></p> <p>Stalking</p> <hr/> <p><b>Reading:</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><b>Davis (2012)</b> Why Doesn't He Just Leave Me Alone? Persistent Pursuit: A Review of Theories &amp; Evidence. <i>Sex Roles</i> Vol 66, pp. 328-339.</p> <p><b>Assignment/Activity:</b></p> <p><b>FJCA: Stalking - Webinar PowerPoint - High Lethality Domestic Violence and Stalking Offender Intervention - Szych &amp; NFJCA 01-11</b></p> <p><a href="http://www.familyjusticecenter.org/jdownloads/viewcategory/19-stalking.html">http://www.familyjusticecenter.org/jdownloads/viewcategory/19-stalking.html</a></p> <p><b>Watch documentary: Peggy's Story (3 Parts)</b></p> <p><a href="http://youtu.be/P8Pc6GEUfZ0">http://youtu.be/P8Pc6GEUfZ0</a></p> <p><a href="http://youtu.be/Rw-X-HD_IV0">http://youtu.be/Rw-X-HD_IV0</a></p> <p><a href="http://youtu.be/hJ4whVTok_4">http://youtu.be/hJ4whVTok_4</a></p> <p><b>Assignment/Activity:</b></p> <p><b>Paper 2</b> (P2: Due 4/20/2015, midnight)</p>
14	4/21/2015	<p><b>Unit 7: Community Violence</b></p> <p>Sexual Violence &amp; Date Rape</p> <hr/> <p><b>Reading:</b></p> <p><b>Renzettie, C.M., Edleson, J.L. Bergen, R.K. (2012)</b> Companion Reader on Violence Against Women. Sage, Los Angeles, CA.</p> <p><i>Campbell, R., Dworkin, E. &amp; Cabral, G. Chapter 1: An Ecological Model of the Impact of Sexual Assault on Women's Mental Health. pp.3-29</i></p> <p><b>Hines (2013) Textbook:</b></p> <p>Chapter 7, Maltreatment in College Student Relationships (p. 226-249)</p> <p><b>Assignment/Activity:</b></p> <p>Quiz: Stalking &amp; Sexual Violence (Q6: Due Monday, 4/27/2015, midnight)</p>
15	4/28/2015	<p><b>Unit 7: Community Violence</b></p> <p>Hate Violence</p> <p>Response to Community Violence</p> <hr/> <p><b>Reading:</b></p> <p><b>Aosved, A., Long, (2006)</b> <i>Co-occurrence of Rape Myth Acceptance, Sexism, Racism, Homophobia, Ageism, Classism, and Religious Intolerance.</i> pp. 481–492. (Citation Provided)</p> <p><b>Blee, K.. (2007).</b> The Microdynamics of Hate Violence. (p. 258-270).</p> <p><b>Assignment/Activity:</b></p>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
		<u>Final Reflection due by Monday, 5/4/2015: Hate &amp; Violence in our Families and Communities (late papers not accepted)</u> (R5: Due 5/4/2015, midnight)
16	5/5/2015	<b>Unit 7: Community Violence</b> Response to Community Violence
		<b>Reading: TBA</b> <b>Assignment/Activity:</b> Complete study guide and bring questions to online review session
17	5/12/2015 Tuesday Only	Review for Final (cumulative exam)
		<b>Assignment/Activity:</b> Time-specific Review Session
Final Exam	Friday, May 15 1945-2200	Final Exam