

San José State University
Department of Justice Studies
JS 136, Hate & Violence in the Family & Community, 02, Fall, 2016

Course and Contact Information

Instructor:	Maureen Lowell, MA
Office Location:	Off-Campus
Telephone:	(408) 924-3209 (voicemail only) Preferred: (408) 246-1300
Email:	Maureen.lowell@sjsu.edu
Office Hours:	Online only: Tuesday, 9:00-10:00, or by appointment
Class Days/Time:	Online, asynchronous
Classroom:	Online: Canvas™
Prerequisites:	Students must have passed the Writing Skills Test (WST), have upper division standing (56 units), and have completed their CORE GE classes. Students are encouraged to have completed or be co-enrolled in 100W.
GE/SJSU Studies Category:	Area S

Course Format

Technology Intensive, Online Courses

This course is delivered as an asynchronous, fully online course. Students will need access to a computer and reliable internet access with the capacity to stream YouTube videos. Students will need to be comfortable with Canvas™, SJSU's learning management system, and all technologies associated with Canvas. All communication and assignment submissions will be through Canvas, so students are encouraged to connect notifications to other technology and email to ensure prompt and consistent access to course materials and updates.

Canvas uses Turnitin.com for originality report. All student assignments are run through this system to ensure originality of work. To ensure processing, students are required to submit assignments as Word documents. Other formats often are not able to be processed by Turnitin.com, an integrated component of Canvas. Failure to comply with this could result in late point deductions or a zero if the assignment is not able to be opened and full processed for originality.

Canvas™

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System](#). You can access the course login website at <http://sjsu.instructure.com>.

You are responsible for regularly checking with the messaging system through Canvas. I recommend that you set notifications to contact you via email or text of any new posts or announcements. Course materials are made available at the beginning of each week for completion prior to the following week. Activities are due each week.

Course Description

Family and Community Violence 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.

The course is divided into five sections that cover violence across the life span of individuals in diverse socioeconomic, ethnic and racial communities, including:

- Infant and child neglect and psychological maltreatment, physical and sexual abuse
- Youth and neighborhood gang violence and
- Intimate partner violence, including date and marital abuse and physical and sexual violence;
- Abuse of the elderly in the family and care institutions.
- Community violence including stalking, sexual violence and hate crimes motivated by religious, racial and sexual orientation discrimination and prejudice;

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. Recurring themes are social discrimination and oppression on the basis of gender, religious, racial and ethnic background, socioeconomic status, disability, age and sexual orientation. 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.

GE Learning Outcomes (GELO)

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

1. Describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality; (course learning objectives 1 and 3)

Assignments & Activities linked to GELO 1:

- Reflections: R2, R3, R4, R6
- Discussions: D1
- Papers: P1, P2
- Quizzes: Q5, Q6
- Final Exam

2. Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.; (Course learning objective 2)

Assignments & Activities linked to GELO 2:

- Reflections: R1, R3
- Papers: P1, P2
- Quizzes: Q2, Q4, Q5, Q6
- Final Exam

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).; and (course learning objectives 6)

Assignments & Activities linked to GELO 3:

- Reflections: R5, R6
 - Papers: P1, P2
 - Quizzes: Q2, Q3, Q5, Q6,
 - Final Exam
4. Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S. (Course learning objectives 4 and 5)

Assignments & Activities linked to GELO 4:

- Reflections: R4, R5, R6
- Discussions: D1
- Papers: P1, P2
- Quizzes: Q5, Q6
- Final Exam

Course Learning Outcomes (CLO) (Required)

Upon successful completion of this course, students will be able to:

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 (Reflects GELO 1)
2. Identify how historical, social, psychological, economic and political factors have influenced the recognition of and response to each type of abusive relationship, (Reflects GELO 2)
3. Demonstrate knowledge about the consequences of violence and effects on victims from diverse backgrounds, (Reflects GELO 1)
4. Demonstrate awareness about one's own prejudicial attitudes and behaviors that tolerate and promote abusive relationships, (Reflects GELO 3)
5. Identify ways in which individuals from diverse backgrounds and communities can prevent and intervene in each type of abusive and violent relationship, (Reflects GELO 4)
6. 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: (Reflects GELO 3)
 - (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

Department of Justice Study's Reading and Writing Philosophy

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

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

Required Texts/Readings

Textbook

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.

ISBN: 9781412989008

Available through the campus bookstore, Amazon, Barnes and Noble as well as other textbook distributors.

Other Readings

Sapphire, (1996) *Push*. New York, NY. Vintage Books, Random House.

- Required reading for course activities and for paper 1

Additional articles and readings are posted on the course schedule below. These assigned readings are subject to change with notice via Canvas. Please note, several readings have been marked as TBA on the course schedule; these will be assigned with due notice. Access to and/or links to required reading beyond the textbook are available on Canvas™ under the “Content” tab.

1. Children’s Exposure to Violence: A Comprehensive National Survey
2. <https://www.ncjrs.gov/pdffiles1/ojdp/227744.pdf>
3. 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.
4. *Children Exposed to IPV Article*:
5. Edelson, J. (2011) Emerging Responses to Children Exposed to Domestic Violence http://new.vawnet.org/Assoc_Files_VAWnet/AR_ChildrensExposure.pdf
6. 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.
7. 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.
8. Davis (2012) Why Doesn’t He Just Leave Me Alone? Persistent Pursuit: A Review of Theories & Evidence. *Sex Roles* Vol 66, pp. 328-339.
9. Aosved, A., Long, (2006) Co-Myth Acceptance, Sexism, Racism, Homophobia, Ageism, Classism, and Religious Intolerance. Springer Science & Business Media (p. 481–492).
10. 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).

Other technology requirements

Students will need dependable access to a computer and the internet with capacity to stream videos. Students also need to have working speakers or headphones for listening to posted lectures. Students will also need to be familiar with software associated with Canvas.

Library Liaison

Higgins, Silke Phone: (408) 808-2118

Email: Silke.Higgins@sjsu.edu

See link for *Justice Studies Research Guide* in Canvas, in Module tab under Course Support Materials. This is a great resource for doing library research and writing papers. The [Justice Studies Research Guide](http://libguides.sjsu.edu/c.php?g=230074&p=1526986) can also be found at <http://libguides.sjsu.edu/c.php?g=230074&p=1526986>.

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>.

Papers (35%: equally weighted)

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 (1500-2000 words). Papers should use 12-point font, be double-spaced and saved as a Word document. Both papers require literature review and use of APA format.

All papers must be submitted to Canvas™ 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.

Papers are graded on a 50-point rubric (provided). Each paper will have weighted equally.

Students are expected to be able to write at an upper division level. Per GE guidelines, all writing shall be assessed for grammar, clarity, conciseness and coherence. Students are strongly encouraged to use the Writing Center on campus if they feel their writing ability and/or understanding of APA style may impact their performance on these papers. Appointments at the Center 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 read and use the book, *Push*, as the case study for illustrating concepts.

CLOs: 1,2,3, 5; *GELOs:* 1, 2, 4

Due Date: 10/3/2016

ASSIGNMENT No 2: Violence in the Family & Community

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.

CLOs: 1,2,5,6; *GELOs:* 1, 2, 3, 4

Due Date: 11/14/2016

Examinations (35%: all exams and quizzes equally weighted)

Quizzes

Six online quizzes will be posted on Canvas™ by Thursday 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. Quizzes provide objective evaluation of all course learning objectives (CLOs).

Final Exam

“There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.”

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*. Students are encouraged to review course material each week using the module learning objectives as a review guide in addition to review guides provided. There is a lot of material, so regular review will contribute to student success.

This is an online, time-specific final examination based on the schedule for online classes. Please make arrangements to be at your computer with all exam features activated by 7:45PM on the 15th. This is a cumulative exam with fifty objective questions (multiple choice, true/false, matching, and multiple answer questions) and six short answer/essay questions. I strongly advise that you take advantage of the full time available. The exam will close promptly at 10:00PM.

*Date: Thursday, December 15, 2016, 1945-2200 (7:45-10:00PM); Time-specific, Online
GELOs & CLOs: Final exam questions cover all learning objectives, including one short answer/essay question per objective.*

Participation (All participation activities equally weighted; 30% of grade)

Reflection Journal (Participation)

Reflection journals are used to facilitate integration of concepts presented in class. This forum encourages students to personally reflect on the material and is intended to promote active learning. Grades are based on the students' thoughtfulness, scholarly integration of course concepts and writing. Reflections are an average of 500 words; length requirement is included in reflection instructions.

The journals allow for and encourage personal reflection on the material. Personal disclosures will be handled respectfully and confidentially.

Reflections are noted as class activities in the course schedule below.

Schedule and Corresponding CLO:

#	Due Date	CLOs	GELOs
R1	9/9/2016	1, 2	2
R2	9/12/2016	1, 3	1
R3	9/19/2016	1, 2	1, 2
R4	10/17/2016	1, 3, 5	1, 4
R5	10/31/2016	4, 5, 6	3, 4

R6	12/5/2016	1, 3, 5	1, 3, 4
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Discussion

On-line, graded discussions will be used to facilitate student dialogue. Discussions provide an effective forum for learning and integrating these complex concepts. Posts are intended to reflect course lecture and reading material and to engage with other students to expand perspective and understanding.

Please pay close attention to posting deadlines included in the discussion instructions. Initial post deadlines are earlier than discussion due dates, but the initial posts dates are not visible in the calendar, only the instructions and the module overview. Dates for initial posts are scheduled (typically Thursdays) to facilitate discussion among students after everyone has contributed. You also typically will not have access to other posts until you have posted your initial discussion post.

Schedule and Corresponding CLO:

D1, Initial post due Thursday, 9/22/2016; Discussion closes 9/26/2016;

CLOs: 3, 5; GELOs: 1, 4

Grading Information

All assignments are worth a specified number of points. Total points for the assignment or activity are included in the instructions for the specific activity or assignment, along with due dates and consequences for late submissions. Major papers are each worth fifty points; discussions and reflections are typically worth ten points, with some exceptions. Exam point totals vary. Points for each quiz or exam item will be noted on the question and the total points for the exam/quiz will be listed in the exam description. Quizzes are generally around 20 points; the final is around 80 points.

Rubrics are used for evaluation and are provided along with the assignment/activity instructions. Comments and feedback are provided both within the grading rubric and in any document submissions as tracked changes or electronic comments. If a student requires or prefers recorded evaluation, please contact me to make arrangements. Papers are graded by content areas, each content area being worth 5-10 points.

Determination of Grades

Students are evaluated based on Papers, Exams and Participation. Items under each of these categories are weighted equally. Rubrics will be provided with assignment instructions for writing activities. Per GE Guidelines, all writing shall be assessed for grammar, clarity, conciseness and coherence. Scores for each activity/assignment can be tracked in the grades tab in Canvas™. Grades for major papers will be graded within two weeks following the due date for all papers submitted on time. Late papers will be graded after scores for on-time submissions have been posted.

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

Late Policy and Make-ups

Late submission of major papers results in a 4-point deduction the first day and one point each day following, including weekends. Papers are no longer accepted two weeks after the deadline, without special permission. Some assignments, such as discussions and quizzes, will close at the deadline. Students failing to complete the activity by these deadlines will receive a zero. Make-ups are not available except under extenuating circumstances where documentation can be provided. Arrangements will be made on a case-by-case basis. The make-up for the final will be held on the University-designated make-up day, Wednesday, December 21, 2016.

Rewrite Policy

Students who receive a C- or lower on the first paper are given the opportunity to rewrite their paper. If a student qualifies, an email informing the student of the grade along with a copy of my rewrite policy and contract. This email will request that the student contact me to schedule a meeting to go over the areas needed for improvement, to schedule a due date and complete the rewrite contract. It is the responsibility of the student to follow up within three days of the email or correspondence. Final grades after rewrite submissions are scored is the average grade between the original and the resubmission. This offer is not extended papers receiving a C or higher or for the second paper. It is also not offered for other writing assignments, such as reflections and discussion posts.

Extra Credit

I **do not** typically offer extra credit. That said, there are occasionally 1-2 optional discussions offered during the semester for students wishing to participate. Optional discussions are offered for the purpose of course and learning enrichment and not for the expressed goal of improving grades. Students participating in these discussions receive extra credit that can benefit the student up to a half-letter grade.

Grading Information for GE

The is an upper division GE courses: Area S.

“Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.”

Writing is a critical skill and is subject to evaluation in all assignments. See the [Department of Justice Study’s Reading and Writing Philosophy](#) (control-click to go to this section); provided previously.

Classroom Protocol

This is an asynchronous, fully online course. It is your responsibility to keep up with the material and all communications, complete weekly activities and submit assignments in a timely fashion. Failure to do so will result in a lower grade. Course material is available by the beginning of each week. Each week’s module begins with an overview page that outlines the learning objectives for that week and provides an outline for completing activities. An announcement is sent via Canvas Announcements when the module is available. Students are expected to read fully the Module overview within 24 hours of its posting. This overview will help you gage the work for that week and plan accordingly. It is easy to fall behind in online course. I encourage you to schedule a specific time each week that you will commit to this class to avoid it falling off your radar.

I would strongly suggest that students set up announcements to come to other devices such as frequently accessed email, so that you can stay up with any course announcements. I would also suggest that you check

into the course every 2-3 days, just to be sure that you stay apprised of changes and keep the course in your conscious attention.

Caution: online courses can create an out-of-sight; out-of-mind gap for students, which may negatively impact your success in this course. Students who have failed this course in the past simply fell behind – often early in the semester - because not enough time was allocated to participation and successful completion of weekly activities. You are expected to participate weekly and complete required activities, including assigned reading and lectures as well as participating in online discussions and completing reflections and quizzes by the posted deadlines.

This class combines reading, lectures and video segments to present the conceptual material. On-line discussions and exercises are used for students to reflect on the readings, lectures, videos and data presented. Small group, online activities and individually 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.

If you feel confused about course material, please do not hesitate to reach out. Weekly discussions are provided for questions. I am also available to schedule phone or Web-Ex meetings with students to clarify material and to support student success. To schedule a meeting, it is best to send an email.

Respect and Confidentiality

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 gage 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 who feel disrespected by posts are encouraged to express their experience, 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.

All things shared in class discussions should be treated as confidential. Information and stories shared should not be shared with others. Comments within the class discussions is perfectly appropriate, but should not be shared outside this forum.

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

Exams

This course uses online exams as part of the student evaluation. Students are typically allowed to use notes and open book, but are prohibited from working with other students or using online sources during the exam. Online exams require the use of Respondus Lock-down and may require camera monitoring.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

CASA 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. If you are looking for academic advice or even tips about how to navigate your way around SJSU, check out the CASA Student Success Center. Location: MacQuarrie Hall (MQH) 533 - top floor of MacQuarrie Hall. Contact information: [408.924.2910](tel:408.924.2910). Website: <http://www.sjsu.edu/casa/ssc/>. The CASA Student Success Center also provides study space and laptops for checkout.



JS 136 / Family & Community Violence, Fall, 2016

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 of any changes.

Due dates for major papers do not change, so that students can plan around other obligations. The final exam is scheduled based on University exam times, and so will also not change. Please plan accordingly.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Wednesday, August 24, 2016	Unit 1: Course Overview Green sheets & Course Overview Introduction to use of Canvas in JS136 (online)
1		Reading: Hines (2013) Textbook: Chapter 11: Ecological Contexts of Family Violence Chapter 12: Racial/Ethnic Issues in Family Violence Begin reading book: Push, by Sapphire. Used for reflection (R3) due 9/19/16, and Paper 1 (P1), due 10/3/2016. Assignment/Activity: Post profile Syllabus Quiz (Q1 : Due 8/29/2016)
2	8/29/2016	Unit 2: Introduction to Violence Typology & Context of Interpersonal Violence
2		Reading: Hines (2013) Textbook: Chapter 1: Issues in the Definition of Family Violence and Abuse Children's Exposure to Violence: A Comprehensive National Survey https://www.ncjrs.gov/pdffiles1/ojjdp/227744.pdf Assignment/Activity: Assignment/Activity: Reflection (R1 : Due Monday, 9/5/2016) Paper 1: Child Maltreatment Case Study using PUSH Begin reading the book PUSH by Sapphire Paper (P1) due 10/3/2016
3	9/5/2016	Unit 3: Child Maltreatment Overview of Child maltreatment Physical Abuse Child Neglect; Psychological Maltreatment
3		Reading: Hines (2013) Textbook: Chapter 2: Child Physical Abuse Chapter 4: Child Neglect & Psychological Maltreatment Assignment/Activity: Reflection Poem (R2 : Due 9/12/2016)
4	9/12/2016	Unit 3: Child Maltreatment Child Witness to Intimate Partner Violence

Week	Date	Topics, Readings, Assignments, Deadlines
		Sexual Abuse of Children
4		<p>Reading: Edelson, J. (2011) Emerging Responses to Children Exposed to Domestic Violence (Provided on Canvas) Hines (2013) Textbook: Chapter 3: Child Sexual Maltreatment</p> <p>Activity: Reflection (R3): Types of Child Maltreatment illustrated in Push and the ecological systems that contributed risk and protective factors (R3: Due 9/19/2016)</p>
5	9/19/2016	<p>Unit 3: Child Maltreatment Effects of Maltreatment: Neurobiology of Trauma</p>
5		<p>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. This article must be substantively used in Paper 1 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)</p> <p>Assignment/Activity: On-line Discussion (see instructions) <u>Initial post due by Thursday, 9/22/2016</u> Response/discussion closes 9/26/2016, midnight On-line quiz: Child Maltreatment (Q2: Closes 9/26/2016)</p>
6	9/26/2016	<p>Unit 3: Child Maltreatment Community Response to Child Abuse & Neglect & Collaboration</p>
6		<p>Reading: Myers, J.E.B. (2011) The APSAC Handbook on Child Maltreatment. Sage, Los Angeles, CA. (PDF of each chapter provided) <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>Assignment/Activity: Paper 1 Child Maltreatment & Case Study due next week (P1: Due 10/3/2016)</p>
7	10/3/2016	<p>Unit 4: Youth Violence Youth Violence & Gangs</p>
7		<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>

Week	Date	Topics, Readings, Assignments, Deadlines
		Assignment/Activity: Quiz: (Q3: Due 10/10/2016)
8	10/10/2016	Unit 5: Elder Abuse Unit 6: IPV Overview
8		Hines (2013) Textbook: Chapter 9: Maltreatment of Older Adults and People with Disabilities Hines (2013) Textbook: Chapter 5: Maltreatment of Female Partners Assignment/Activity: Reflection (R4: Due: Monday, 10/17/2016)
9	10/17/2016	Unit 6: IPV (cont) Female Offenders Same Sex partners
9		Reading: Hines (2013) Textbook: Chapter 6: Maltreatment of Male Partners Chapter 8: Maltreatment in LGBTQI Relationships Assignment/Activity: On-line quiz (Q4: Due 10/24/2016)
10	10/24/2016	Unit 6: IPV (cont) Risk and Danger Assessment in IPV Justice System Response
10		Reading: When Battered Women Stay: Advocacy Beyond Leaving Can be found at http://vawnet.org/assoc_files_vawnet/bcs20_staying.pdf Buzawa, E.S., Buzawa, C.G. & Stark, E (2012) Responding to Domestic Violence: The integration of criminal justice and social services. Sage, Los Angeles. (A PDF of each chapter provided in Canvas) <i>Chapter 8: Variations in Arrest Practice, pp 191-220</i> <i>Chapter 11: Civil Courts and the Role of Restraining Orders</i> Assignment/Activity: Activity (<i>Danger Assessment</i>) Reflection (R5: Due 10/31/2016, midnight)
11	10/31/2016	Unit 6: IPV (cont) Justice System Response to Partner Abuse Battered Women Who Kill
11		Reading: Case study: Norman case (Provided) Assignment/Activity: Quiz (Q5: Due Monday, 11/7/2016)
12	11/7/2016	Unit 7: Community Violence Stalking
12		Reading: Davis (2012) Why Doesn't He Just Leave Me Alone? Persistent Pursuit: A Review

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>of Theories & Evidence. <i>Sex Roles</i> Vol 66, pp. 328-339.</p> <p>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; links provided in Canvas) http://youtu.be/P8Pc6GEUfZ0 http://youtu.be/Rw-X-HD_IV0 http://youtu.be/hJ4whVTok_4</p> <p>Assignment: Paper 2 (P2: Due 11/14/2016)</p>
13	11/14/2016	<p>Unit 7: Community Violence Sexual Violence & Date Rape</p>
13		<p>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 provided in Canvas)</i> Chapter 1: An Ecological Model of the Impact of Sexual Assault on Women's Mental Health.pp.3-29</p> <p>Hines (2013) Textbook: Chapter 7, Maltreatment in College Student Relationships (p. 226-249)</p> <p>Assignment/Activity: Quiz: Stalking & Sexual Violence (Q6: Closes Monday, 11/28/2016)</p>
14	11/21/2016	Thanksgiving: No new course material
14		
15	11/28/2016	<p>Unit 7: Community Violence Hate Violence Response to Community Violence</p>
15		<p>Reading: 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: Final Reflection (R6) due by Monday, 12/5/2016 (late papers not accepted)</p>
16	12/5/2016	<p>Unit 7: Community Violence Response to Community Violence</p>
16		<p>Reading: TBA</p> <p>Assignment/Activity: Complete study guide and bring questions to online review session</p>
16	12/9/2016 Time TBA	Optional Online, Time-Specific Review for Final (cumulative exam)

Week	Date	Topics, Readings, Assignments, Deadlines
Final Exam	Thursday, December 15	Online: 1945-2200 (7:45PM-10:00PM) This is an online, time-specific final