

San José State University
School/Department
JS 136, Family and Community Violence, Fall 2016

Course and Contact Information

Instructor:	Victor Thompson
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Office Hours:	Thursdays 2:00-3:00pm
Class Days/Time:	Online. New course material will be posted on Mondays and Wednesdays
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. For students enrolled after January 2005, students are required to have completed or be co-enrolled in 100W.
GE/SJSU Studies Category:	JS136 has been approved for Area S. of Advanced General Education. (Courses to meet areas R, S, and V of SJS Studies must be taken from 3 different dept or distinct academic units.)

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 after the first day, so students are encouraged to connect notifications to other technology and email as needed.

Canvas™

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas™ learning management system course website. You are responsible for following the course schedule, provided in the syllabus and regularly checking messages and modules in our Canvas site to learn of any updates and to access all course content.

Course 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.

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

GE Learning Outcomes (GELO)

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

GELO 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;

GELO 2: describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.;

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); and

GELO 4: recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

Course Learning Outcomes (CLO) (Required)

Upon successful completion of this course, students will 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. Gosselin, D. K. (2010). *Heavy hands: An introduction to the crimes of family violence*. Prentice Hall.
2. Additional readings are listed in the calendar below. All readings are available on Canvas.

Library Liaison

Silke Higgins, 408-808-2118, silke.higgins@sjsu.edu

Course Requirements and Assignments

The expectations for an online course are the same as any other course. We expect you to commit approximately three hours of your time per unit of credit. This includes reading and preparing for the course, participation in the course and any activities/assignments associated with the course. Remember, this is an average. There are weeks where it may be less. Likewise, there are weeks where there may be more! This is the nature of academic work. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

The following requirements must be completed successfully to pass this course:

Read the textbook

Gosselin, D. K. (2010). *Heavy hands: An introduction to the crimes of family violence*. Prentice Hall.

The textbook is the starting point for all of your assignments, quizzes and tests in this course. There will be weekly assignments and quizzes associated with those readings. Because of the online nature of this course, we must adhere to all deadlines so falling behind is not a good idea. Fortunately, the textbook is an easy read and has relatively short chapters so this shouldn't be a problem.

Quizzes

There will be weekly quizzes. These quizzes are designed to ensure you are keeping up with the textbook readings. They should be simple as long as you have completed the readings. I will make these quizzes available in the morning of the day they are due (by midnight). You must complete them within the allotted time or you will not receive credit. I will also limit the time you have to complete these quizzes to 10 minutes. This means you want to be sure to complete all of your readings and review of course material prior to the quiz. You will have your book available to you but you should use it as a quick resource rather than the source of all information during the quiz.

Tests

There will be two tests. These tests will consist of two parts: 1) a times multiple choice section similar to the quizzes, and 2) a written response section. Both sections will be due the day they are assigned and will be taken under the quizzes section of Canvas. You will submit the written responses online too.

Discussion Papers

There will be two discussion papers assigned over the semester. I will post the prompts for these papers online in the first couple of weeks of class so you will have plenty of time to think about your responses. The goal of these papers is to identify current issues that connect to the readings and write a short paper that connects the ideas from the course to the issues in your paper. Deadlines will be posted on Canvas.

Online Paper Discussions

Each week has additional readings assigned to them beyond the textbook. I have divided the class into four group IDs (See below). Each group will be responsible for one set of readings each week according to their

group ID. For example, group A will always read the readings following the letter A (see calendar for the readings).

Simply reading them would not be enough however. Your job as a “reader” is to identify something interesting about the readings and initiate some point of discussion by posting your response on Canvas. Every member of the group assigned for a reading will do this for their selected reading every week.

The other members of the course will be expected to respond to at least one of the comments posted by the groups reading the articles. For example, if you are in group A you will be responsible for two things: 1) reading the “A” reading and posting a comment about it, and 2) making a comment in response to someone from group B or C about readings “B” or “C”. Please let me know if you need any clarification. It will become second nature after you do a couple of them.

I will not be grading for “correctness” or “length” but instead your general participation and occasional insightfulness. Generally, students will receive an ‘A’ for regular, insightful contributions to discussions. A ‘C’ will be granted for occasional, insightful contributions or regular, pedestrian comments. Students with few comments or insights will receive an ‘F.’

<u>Group A</u>	<u>Group B</u>	<u>Group C</u>
Albarran,Lilibeth R	Garrido,Samantha Rae	Oliveira,Jauslyn Ann
Armento,Justine Ann Marie	Gonzalez,Kristen Monique	Ortega,Andrea Elizabeth
Avera,Kalianna	Graves,Katie Rae	Pacheco Rios,Jose Luis
Campos,Fernando	Hoang,My-Tam Thi	Ramirez I,Carla Alexandra
Cefalu,Juliann Marie	Hou,Yichun	Rangel,Juan Ernesto
Chit,Benjamin Y	Jimenez,Jose Ricardo	Ruiz,Mauricio Leonel
Como,Jonathon Michael	Kamley,Kayla Jacqueline	Sanchez Gonz,Vanessa A
Dam,Michelia Lana	Ko,Sora Anna	Seo,So Young
Dandan,Jennica Valenzuela	Kwon,Se Hee	Tat,Tiffany
Daron,Elizabeth Grace	Lara Sandoval,Luis Fernando	Tracy,Geoffrey Roy
De Gula,Mark Jeromme Delos Reyes	Livingston,Sherlyon Ann	Truong,Kelly
Doan,Ann	Miyashiro,Julianne Kimiko	Valentine,Kim Ann
Elizalde,Devin Jordan	Monday,Katie Lynn	Vargas,Kristha Jocelyn
Fuentes-Salazar,Daisy	Morales,Maritza Christine	Velazquez Sebastian,Mariela
	Nesbitt,Amber Jastina	Wheeler,Emily W

Final Grade

The final course grade will be based on the final score out of 100 possible points. Since the grade is based on an achievement scale, it is theoretically possible for everyone to earn an A. The instructor will not give 'I' grades except in the most extreme emergencies. One cannot make up a missed quiz or assignment, it counts as zero. If students encounter a technological problem while submitting anything online, they should contact the instructor immediately via email or some other channel of communication.

Grading Information

Grades are based on the following weights:

Quizzes	20 points
Test 1	20 points
Test 2	20 points
Discussion Paper 1	10 points
Discussion Paper 2	10 points
Online Discussions	20 points
Total	100 points

Determination of Grades

The grading scale is:

A+ 100 – 97; A 96 – 91; A- 90 – 89; B+ 88 – 87; B 86 – 81; B- 80 – 79;
C+ 78 – 77; C 76 – 71

Final grade must be C or higher to fulfill Justice Studies major requirements.

C- 70 – 69; D+ 68 – 67; D 66 – 61; D- 60 – 59; F 58 or below

Extra credit: No extra credit will be made available for this course

Late work: Late work will not be accepted.

Classroom Protocol

Because of the online nature of this course, it is difficult sometimes to intervene when students are falling behind or do not seem to be “getting” the assignments. As such, I rely on you to reach out to me in situations where you are either falling behind or unable to complete work in a timely manner. If you find yourself behind please contact me as soon as possible so we can begin a course of action to get you back on track. I am always available by email and will set weekly “online” office hours where students can simply “drop in” and discuss anything they like.

Finally, please be thoughtful of what you write online in this course. Offensive behavior will not be tolerated and will be reported should it violate the rights of others or suggest anything dangerous to yourself or others in the course. I have never had a problem with this in a course but please keep this in mind when you post comments. Thank you!

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S16-15 and SJSU current semester's Policies and Procedures. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Attendance and Participation

Attendance per se shall not be used as a criterion for grading. However, students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated. The full policy language can be found at <http://www.sjsu.edu/senate/docs/S15-12.pdf>

Accommodation to Students' Religious Holidays

University Policy S14-7 states that 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.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage. Students should be aware of the current deadlines and penalties for dropping classes (Late Drop Information). Information about the latest changes and news is available at the Advising Hub.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

“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.”

It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.

In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

“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 F15-7 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. Visit the Student Conduct and Ethical Development website for more information.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) to establish a record of their disability.

Student Technology Resources

Computer labs and other resources for student use are available in:

Academic Success Center at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall

Academic Technology Computer Center at <http://www.sjsu.edu/at/hd/> on the 1st floor of Clark Hall

Associated Students Computer Services Center at <http://as.sjsu.edu/ascc/> on the 2nd floor of the Student Union

Student Computing Services at

<http://library.sjsu.edu/student-computing-services/student-computing-services-center>

Computers at the Martin Luther King Library for public at large at

<http://library.sjsu.edu/reserve-studymeeting-room/computers-king-library>

Additional computer labs may be available in your department/college

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' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit Peer Connections website 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 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.)

QR Code

SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential 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 and Psychological Services website at <http://www.sjsu.edu/counseling>

Course Number / Title, Semester, Course Schedule

The schedule is subject to change with fair notice. Students will be notified of any changes two weeks in advance.

Course Schedule

Week	Date	Readings
1	Aug 24	Introduction to course WHO World Report on Violence
2	Aug 28-Sep 3	Chapter 1 Family violence in a global context A. Widom, C. S. (1989). Does violence beget violence? A critical examination of the literature. <i>Psychological bulletin</i> , 106(1), 3. B. Pfohl, S. J. (1977). The “discovery” of child abuse. <i>Social problems</i> , 24(3), 310-323. C. Loseke, D. R. (2005). Through a sociological lens. <i>Current controversies on family violence</i> , 35.
3	Sep 4-Sep 10	Chapter 2 History of Violence in the Family Read: A. “Sobering Stats for Domestic Violence Awareness Month: Despite an increase in media attention, domestic violence still often goes unreported.” <i>U.S. News and World Report</i> B. Barner, J., & Carney, M. (2011). Interventions for Intimate Partner Violence: A Historical Review. <i>Journal Of Family Violence</i> , 26(3), 235-244. doi:10.1007/s10896-011-9359-3 C. Bell, S. (2011). Through a Foucauldian Lens: A Genealogy of Child Abuse. <i>Journal Of Family Violence</i> , 26(2), 101-108. doi:10.1007/s10896-010-9347-z
4	Sep 11-Sep 17	Chapter 3 Focus on Research and Theory A. Hyde-Nolan, M. E., & Juliao, T. (2012). Theoretical basis for family violence. <i>Family violence: What health care providers need to know</i> , 5-16. B. Gelles, R. J. (1985). Family violence. <i>Annual Review of Sociology</i> , 347-367.

		C. The Annie E. Casey Foundation. (2016). 2016 Kids Count Data Book. Baltimore, MD.
5	Sep 18-Sep 24	<p>Chapter 4 Child Abuse</p> <p>A. Straus, M. A. (2005). Children should never, ever, be spanked no matter what the circumstances. <i>Current controversies on family violence</i>, 137-157.</p> <p>B. Finkelhor, D., Ormrod, R., Turner, H., & Hamby, S. L. (2005). The victimization of children and youth: A comprehensive, national survey. <i>Child maltreatment</i>, 10(1), 5-25.</p> <p>C. U.S. Department of Health & Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau. (2016). <i>Child maltreatment 2014</i>. Available from http://www.acf.hhs.gov/programs/cb/research-data-technology/statistics-research/child-maltreatment</p>
6	Sep 25-Oct 1	<p>Chapter 5 Investigating Child Abuse</p> <p>A. Schene, P. (1998). Past, Present, and Future Roles of Child Protective Services. <i>The Future of Children</i>, 8(1), 23-38.</p> <p>B. Cross, T. P., Whitcomb, D., & De Vos, E. (1995). Criminal justice outcomes of prosecution of child sexual abuse: A case flow analysis. <i>Child Abuse & Neglect</i>, 19(12), 1431-1442.</p> <p>C. Harris, S. (2010). Toward a Better Way to Interview Child Victims of Sexual Abuse. <i>National Institute of Justice Journal</i>, 267, 12-14.</p>
7	Oct 2-Oct 8	<p>Chapter 6 Adolescent Perpetrators</p> <p>A. Heimer, K., & Coster, S. D. (1999). The gendering of violent delinquency. <i>Criminology</i>, 37(2), 277-318.</p> <p>B. Agnew, R., Brezina, T., Wright, J. P., & Cullen, F. T. (2002). Strain, personality traits, and delinquency: Extending general strain theory. <i>Criminology</i>, 40(1), 43-72.</p> <p>C. Gámez-Guadix, M., Straus, M. A., & Hershberger, S. L. (2011). Childhood and adolescent victimization and perpetration of sexual coercion by male and female university students. <i>Deviant Behavior</i>, 32(8), 712-742.</p>
8	Oct 9-Oct 15	Chapter 7 Intimate Partner Violence

		<p>A. Lawson, J. (2012). Sociological theories of intimate partner violence. <i>Journal of Human Behavior in the Social Environment</i>, 22(5), 572-590.</p> <p>B. Finkel, E. J., & Eckhardt, C. I. (2013). Intimate partner violence. <i>The Oxford handbook of close relationships</i>, 452-474.</p> <p>C. Michalski, J. H. (2005). Explaining Intimate Partner Violence: The Sociological Limitations of Victimization Studies. <i>Sociological Forum</i>, 20(4), 613-640. doi:10.1007/s11206-005-9060-5</p>
9	Oct 16-Oct 22	<p>Chapter 8 Gay and Lesbian Partner Abuse</p> <p>A. Murray, C. E., & Mobley, A. K. (2009). Empirical research about same-sex intimate partner violence: A methodological review. <i>Journal of homosexuality</i>, 56(3), 361-386.</p> <p>B. Owen, S. S., & Burke, T. W. (2004). An exploration of prevalence of domestic violence in same-sex relationships. <i>Psychological Reports</i>, 95(1), 129-132.</p> <p>C. Kurdek, L. A. (2004). Are Gay and Lesbian Cohabiting Couples Really Different From Heterosexual Married Couples?. <i>Journal Of Marriage & Family</i>, 66(4), 880-900.</p>
10	Oct 23-Oct 29	<p>Chapter 9 Abuse in Later Life</p> <p>A. Brandl, B. (2004). Assessing for abuse in later life. National clearinghouse on abuse in later life (NCALL): A project of the Wisconsin coalition against domestic violence.</p> <p>B/C. Forum on Global Violence Prevention; Board on Global Health; Institute of Medicine; National Research Council. Elder Abuse and Its Prevention: Workshop Summary. Washington (DC): National Academies Press (US); 2014 Mar 18. II.5, ELDER FINANCIAL ABUSE. Available from: http://www.ncbi.nlm.nih.gov/books/NBK208555/ (Choose 1 chapter)</p>
11	Oct 30-Nov 5	<p>Chapter 10 Adult Perpetrators</p> <p>A/B. Christensen, M. C., Gill, E., & Pérez, A. (2016). The Ray Rice Domestic Violence Case Constructing Black Masculinity Through Newspaper Reports. <i>Journal of Sport & Social Issues</i>, 0193723516655576.</p> <p>C. Heise, L. (1992). Violence against women: the hidden health burden. <i>World health statistics quarterly. Rapport trimestriel de statistiques sanitaires mondiales</i>, 46(1), 78-85. (Choose 1 chapter)</p>

12	Nov 6-Nov 12	<p>Chapter 11 The Police Response to Intimate Partner Violence</p> <p>A. Buzawa, E. S., & Austin, T. (1993). Determining police response to domestic violence victims the role of victim preference. <i>The American Behavioral Scientist</i> (1986-1994), 36(5), 610.</p> <p>B. Barnett, O. W. (2000). Why battered women do not leave, part 1 external inhibiting factors within society. <i>Trauma, Violence, & Abuse</i>, 1(4), 343-372.</p> <p>C. Hirschel, D. (2008). Domestic violence cases: What research shows about arrest and dual arrest. National Institute of Justice ePub. Retrieved from http://www.ojp.usdoj.gov/nij/publications/dv-dual-arrest-222679/welcome.htm</p>
13	Nov 13-Nov 19	<p>Chapter 12 Stalking and Homicide</p> <p>A. Tucker, S., Cremer, T., Fraser, C., Southworth, C., & Violence, E. D. (2005). A high-tech twist on abuse. <i>Family Violence Prevention and Health Practice</i>, 3, 1-5.</p> <p>B. Van der Aa, S., & Groenen, A. (2010). Identifying the needs of stalking victims and the responsiveness of the criminal justice system: A qualitative study in Belgium and the Netherlands. <i>Victims and Offenders</i>, 6(1), 19-37.</p> <p>C. Wilkinson, D. L., & Hamerschlag, S. J. (2005). Situational determinants in intimate partner violence. <i>Aggression and Violent Behavior</i>, 10(3), 333-361.</p>
14	Nov 20-Nov 26	THANKSGIVING BREAK NOV 23-NOV 26
15	Nov 27-Dec 3	<p>Chapter 13 The Court Response to Intimate Partner Violence</p> <p>A. Johnston, J. R., & Steegh, N. V. (2013). Historical trends in family court response to intimate partner violence: Perspectives of critics and proponents of current practices. <i>Family Court Review</i>, 51(1), 63-73. Chicago</p> <p>B. Shelton, D. E. (2007). The current state of domestic violence courts in the United States, 2007. National Center for State Courts White Paper Series.</p> <p>C. Aulivola, M. (2004). Outing Domestic Violence. <i>Family Court Review</i>, 42(1), 162-177.</p>

16	Dec 4-Dec 10	Solutions A/B/C. Chalk, R., & King, P. A. (Eds.). (1998). Violence in families: Assessing prevention and treatment programs. National Academies Press.
Final Exam		Venue and Time