

**San José State University**  
**Department Of Justice Studies**  
**JS136 Family and Community Violence, Section 02, Fall 2017**

**Course and Contact Information**

<b>Instructor:</b>	Dina M. Kameda, M.S., M.A.
<b>Office Location:</b>	MacQuarrie Hall 508
<b>Telephone:</b>	(408) 832-9939 (cell phone - emergency only)
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<b>Office Hours:</b>	Tuesdays 10:45 AM - 11:45 AM, Wednesdays 9:15 AM - 10:30 AM, or by appointment
<b>Class Days/Time:</b>	Tuesdays and Thursdays 9:00 AM - 10:15 AM
<b>Classroom:</b>	Yoshihiro Uchida Hall 243
<b>Prerequisites:</b>	Upper division standing; Pre/Co-requisite: Any 100w Note: Must achieve a grade of "C" or better to fulfill Justice Studies major requirements.

**Course Format**

The mode of instruction for this course is in person with online supplements. Reliable access to a computer and the internet will be required. All written assignments will be submitted via Canvas, and must be in Microsoft Word (\*.doc or \*.docx). If you do not currently own Microsoft Word, the software (both PC and Mac) is available for free to students: <http://its.sjsu.edu/services/software/microsoft-students/index.html>

**Canvas Course Page and e-mail**

Copies of course materials will be posted on Canvas. You are responsible for regularly checking your e-mail and Canvas (multiple times per week is recommended) regarding announcements, reminders, and any additional course materials. The majority of course materials will be posted in Adobe PDF format; if you choose to download them, you will need Adobe Reader to view the documents. There is no cost to download Adobe Reader (<http://get.adobe.com/reader/otherversions/>). Some course materials may need to be accessed via the internet (i.e., web sites).

**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.

Note: A grade of "C" or better is required for Justice Studies majors.

### **Course Content**

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.

### **GE Learning Outcomes**

Upon successful completion of this course, students will be able to [GELO1-6]:

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.
2. Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.
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
4. Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

### **Course Learning Outcomes (CLO)**

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

## Required Texts/Readings

**Required Textbooks** (Available at the Spartan Bookstore)

Gosselin, D. K. (2013). *Heavy Hands: An Introduction to the Crimes of Family Violence* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall (ISBN: 9780133008609)

Pelzer, D. (1995). *A child called it: One child's courage to survive*. Deerfield Beach, FL: Health Communications, Inc. (ISBN: 9781558743663)

Pelzer, D. (1997). *The lost boy: A foster child's search for the love of a family*. Deerfield Beach, FL: Health Communications, Inc. (ISBN: 9781558745155)

Pelzer, D. (2000). *A man named Dave: A story of triumph and forgiveness*. New York, NY: Penguin Putnam Inc. (ISBN: 9780452281905)

## Library Liaison

[Silke.Higgins@sjsu.edu](mailto:Silke.Higgins@sjsu.edu)

(408) 808-2118

<http://libguides.sjsu.edu/justicestudies>

## Course Requirements and Assignments

### Out-of-Class Written Assignments

General formatting requirements for written assignments include a cover page, page numbering, 1" margins, strict double-spacing, and Times New Roman 12pt. font. All assignments must be written in formal English, with college-level writing mechanics, and APA-style formatting, inclusive of in-text citations and references. Out-of-class written assignments must be submitted to Canvas unless otherwise noted by the instructor.

### Reflection Journal Entries (Participation)

Reflection journal entries 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. The journals require 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. Reflections are specifically noted on the course schedule. Timely completion of reflection journal entries will count towards course participation.

### Canvas Discussions (Participation)

Students will be required to post original comments, and replies to other students' comments, in response to topics posted by the instructor in the *Discussions* component of Canvas. Chosen topics will directly relate to readings. A set time frame will be in place for posting of comments and replies, students will only be able to post during said time frames. Full credit (i.e., points) for each posted topic will require at least (2) substantive posts, one original post and one reply to another student's post. Timely completion of canvas discussions will count towards course participation. See course schedule and check canvas. [CLO1-6]

## Paper 1: Theoretical Explanations for Domestic Violence

Each student will write an paper on theoretical explanations for domestic violence. The purpose of the paper is to exhibit the application of theory to domestic violence. The paper should be no more than 1,500 words (not including the cover page or references). A handout detailing the expectations, content, formatting, and submission requirements will be provided in a timely manner. [CLO 1-6]

## Paper 2: Case Study Critical Analysis

Each student will write a paper based on the assigned book series: *A Child Called It*, *The Lost Boy*, and *A Man Named Dave*. The purpose of the paper is to critically analyze a case history of child abuse. The paper should be no more than 2,000 words (not including the cover page or references). A handout detailing the expectations, content, formatting, and submission requirements will be provided in a timely manner. [CLO 1-6]

## Final Exam

Students will be required to complete a cumulative, in-class essay final exam covering assigned course readings and class discussions; paper will be provided. [CLO 1-6]

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## Grading Information

Written assignments will primarily be graded on content; however, poor writing mechanics and APA formatting will result in a moderate point deduction. Assistance with APA can be found at:

<http://owl.english.purdue.edu/owl/resource/560/01/> In order to demonstrate comprehension of the course material, one must be able to write in a clear and effective manner. Always carefully proofread your assignments before submitting them. Late submissions will not be accepted unless a valid, documented, and verifiable reason is provided.

## Department of Justice Studies Course Grade Determination

Total Points	Grade	Total Points	Grade	Total Points	Grade
98.0 to 100	A plus	80.0 to 82.99	B minus	63 to 67.99	D
93.0 to 97.99	A	78 to 79.99	C plus	00.0 to 62.99	F
90.0 to 92.99	A minus	73.0 to 77.99	C		
88.0 to 89.99	B plus	70 .0 to 72.99	C minus		
83 to 87.99	B	68.00 to 69.99	D plus		

Assignment/Exam	Exam/Due Date	Weight
Participation		10%
Reflection Journal Entries	See schedule	10%
Canvas Discussions	See schedule	5%
Paper 1: Theories of Domestic Violence	September 28 <sup>th</sup>	25%
Paper 2: Critical Analysis	November 16 <sup>th</sup>	25%
Final Exam	December 19 <sup>th</sup>	25%

## **Classroom Protocol**

1. Students are expected to: attend all class meetings, arrive on time, stay for the duration of the class period, complete all readings and assignments in accordance with the dates on the course schedule.
2. Students are responsible for all missed notes, materials and announcements due to absence. You are encouraged to exchange contact information with someone in class just in case.
3. As neither a laptop nor tablet is required for in-class participation, use of them is strictly limited to note taking or accommodation purposes. Students caught using such items for other non-class purposes may be prohibited from bringing them back to class, and will likely be dismissed from class for the day. At the instructor's discretion, students may be dismissed from class for cell phone use of any kind during class time, unless expressly permitted by the instructor.

## **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/>"

## **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.

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The following course schedule is subject to change; advance notice of any changes will be provided via an announcement on Canvas as early as possible.

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	08/24/17	Course introduction and overview Assignments and expectations <b>Reading for today:</b> Syllabus; Academic Integrity and Student Conduct policies
2	08/29/17	What do you know about family violence? (In-class discussion)
2	08/31/17	Ch. 2 - History of Violence in the Family <b>Reading for today:</b> Ch. 1 and 2
3	09/05/17	Ch. 3 - Focus on Research and Theory <b>Reading for today:</b> Ch. 3
3	09/07/17	Paper 1 discussion <b>Canvas Discussion #1 (Ch. 3):</b> Open <b>09/07/17 (12:01 AM)</b> though <b>09/08/17 (11:59 PM)</b>
4	09/12/17	Ch. 4 - Child Abuse <b>Reading for today:</b> Ch. 4
4	09/14/17	Ch. 4 - Child Abuse (continued) <b>Reading for today:</b> Ch. 4
5	09/19/17	Ch. 5 - Investigating Child Abuse <b>Reading for today:</b> Ch. 5 <b>Due today: Reflection Entry 1 (Ch. 4) - Upload to Canvas by 11:59 PM</b>
5	09/21/17	Ch. 5 - Investigating Child Abuse (continued) <b>Reading for today:</b> Ch. 5
6	09/26/17	Ch. 6 - Adolescent Perpetrators <b>Reading for today:</b> Ch. 6 <b>Canvas Discussion #2 (Ch. 5):</b> Open <b>09/26/17 (12:01 AM)</b> though <b>09/27/17 (11:59 PM)</b>
6	09/28/17	Ch. 6 - Adolescent Perpetrators (continued) <b>Reading for today:</b> Ch. 6 <b>Due today: Paper 1 (Upload to Canvas by 11:59 PM) - No hard copy</b>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
7	10/03/17	Video (Part 1) <b>Due today: Reflection Entry 2 (Ch. 6) - Upload to Canvas by 11:59 PM</b>
7	10/05/17	Video (Part 2)
8	10/10/17	Ch. 7 - Intimate Partner Violence <b>Reading for today: Ch. 7</b>
8	10/12/17	Ch. 7 - Intimate Partner Violence (continued) <b>Reading for today: Ch. 7</b>
9	10/17/17	Paper 2 discussion <b>Due today: Reflection Entry 3 (Ch. 7) - Upload to Canvas by 11:59 PM</b>
9	10/19/17	Ch. 10 - Adult Perpetrators <b>Reading for today: Ch. 10</b>
10	10/24/17	Ch. 10 - Adult Perpetrators (continued) <b>Reading for today: Ch. 10</b>
10	10/26/17	Ch. 12 - Stalking and Homicide <b>Reading for today: Ch. 12</b> <b>Canvas Discussion #3 (Ch. 10): Open 10/26/17 (12:01 AM) though 10/27/17 (11:59 PM)</b>
11	10/31/17	Ch. 12 - Stalking and Homicide (continued) <b>Reading for today: Ch. 12</b>
11	11/02/17	Paper 2 check-in day <b>Due today: Reflection Entry 4 (Ch. 12) - Upload to Canvas by 11:59 PM</b>
12	11/07/17	Video (Part 1)
12	11/09/17	Video (Part 2)
13	11/14/17	Ch. 11 - The Police Response to Intimate Partner Violence <b>Reading for today: Ch. 11</b>
13	11/16/17	Ch. 11 - The Police Response to Intimate Partner Violence (continued) <b>Reading for today: Ch. 11</b> <b>Due today: Paper 2 (Upload to Canvas by 11:59 PM) - No hard copy</b>
14	<b>11/21/17</b>	<b>Instructor Personal Holiday - No class</b>
14	<b>11/23/17</b>	<b>Thanksgiving Holiday - No class</b>

Week	Date	Topics, Readings, Assignments, Deadlines
15	11/28/17	Ch. 13 - The Court Response to Intimate Partner Violence <b>Reading for today:</b> Ch. 13
15	11/30/17	Ch. 13 - The Court Response to Intimate Partner Violence (continued) <b>Reading for today:</b> Ch. 13
16	12/05/17	<b>Flex Day - TBA</b>
16	12/07/17	<b>Flex Day - TBA</b>
Final	12/19/17	YUH 243 7:15 AM - 9:30 AM (paper will be provided)