

San José State University
Justice Studies Department
Family and Community Violence, JS 136, Summer 2017

Course and Contact Information

Instructor:	Virginia Montelongo, M.S.
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Office Hours:	Wednesday: 5:00 p.m. - 5:45 p.m.
Class Days/Time:	Mon/Weds: 6:00 p.m.-10:00 p.m.
Classroom:	MacQuarrie Hall, Room # 233
Prerequisites:	Students must have passed the Writing Skills Test (WST), have upper division standing (56 units), and have completed their CORE GE classes. Successful completion or co-enrollment in 100W is high recommended.
SJSU Studies Category:	JS136 fulfills Area S of SJSU Studies
Justice Studies Major Area:	JS136 counts as an Area C course in the Justice Studies major.

Justice Studies Department Reading and Writing Philosophy.

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

Course Description

The course examines abusive relationships and responsive community and justice system policy and preventive interventions. Topics include child abuse, neglect, gang and hate crimes, rape, marital violence and elderly abuse. GE Area: S

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

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

Learning Outcomes and Course Goals

GE Learning Outcomes (GELO):

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

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

Course Learning Outcomes (CLO)

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

- CLO 1. Define and differentiate the abuse of power and the use of violence based upon gender, ethnicity, race, religion, class, sexual orientation, disability, and age.
- CLO 2. Identify how historical, social, psychological, economic and political factors have influenced the recognition of and response to each type of abusive relationships.
- CLO 3. Demonstrate knowledge about the consequences of violence and effects on victims from diverse backgrounds.
- CLO 4. Demonstrate awareness about one's own prejudicial attitudes and behaviors that tolerate and promote abusive relationships.
- CLO 5. Identify ways in which individuals from diverse backgrounds and communities can prevent and intervene in each type of abusive and violent relationship.

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

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

Required Texts/Readings

Textbook

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

Other Readings

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

Recommended Readings (not required).

1. American Psychological Association (APA) (2012) Publication Manual of the APA. 6th Edition
 - a. Any APA reference guide (published since 2005) is acceptable. These are available at any bookstore or at www.apastyle.org
2. Barnett, O.W., Miller-Perrin, C.L., & Perrin, R.D. (2011). Family Violence Across the Life Span: An Introduction. Third Edition. Newbury Park, CA., Sage Publishing Inc. ISBN: B0090325KC
3. Hubner, J. & Wolfson, J. (1996) Somebody Else's Children: The Courts, the Kids, and the Struggle to Save America's Troubled Families. Three Rivers Press, New York. ISBN: 0517-599414.
4. Malley, K., & Hine, D. (2004) Family Violence in a Cultural Perspective: Defining, Understanding, and Combating Abuse. Thousand Oaks: Sage Publishing Inc. ISBN: 978-0761925965

5. Levin, Jack (2007) The Violence of Hate: Confronting Racism, Anti-Semitism, and other Forms of Bigotry. 2nd Edition. Boston: Pearson, Allyn and Bacon. ISBN:978-0-205-46087-8

Other equipment / material requirements

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

Library Liaison

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

Course Requirements and Assignments

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

	Assignments/Activity	Due Date	Weight	Corresponding CLO
Papers	Equally weighted		35%	1, 2, 3, 5, 6,
	FA Paper	6/14/2017		1, 2, 4, 5, 6
	DOA Paper	6/28/2017		
Exams	Equally weighted		35%	1 – 6
	Quizzes (3)	See Course Schedule		1, 2, 3, 4, 5, 6
	Final (Cumulative)	7/5/2017		1, 2, 3, 4, 5, 6,
Participation	Equally weighted		30%	1 – 6
	Written Responses (5)	See course Schedule		1, 4, 5
		Subject to change with fair notice.		

Submission of Assignments to Canvas™

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

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

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

Grading Information

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

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

Papers (35%)

Papers make up 35% of the student's grade. Two written assignments are required during the semester. Each assignment involves library research analysis of assigned topic, integration of information covered in the course culminating in a well-written six to eight (6-8) page paper.

All papers must be submitted to Canvas TM in the designated folder on or before the due date. Please note the due date. Late papers will be docked 4 points for the first day late and 1 point for each day after (including weekends and holidays). Papers more than two weeks late will not be accepted without prior approval. Each paper will be weighted equally. Papers are graded on a 15- point rubric (provided).

Both papers require literature review (i.e. library research) and proper **APA** format and citation. Students are expected to be able to write at an upper division level. Students are strongly encouraged to use the writing centers and resources on campus if they feel that their writing ability and/or understanding of APA style may impact their performance on these papers. Appointments should be made in advance to allow enough time to make recommended changes prior to the due dates. A link to Purdue OWL is provided in "Course Support Materials," in the Modules tab. This link provides information about formatting, citations and referencing.

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

ASSIGNMENT No. 1: Family Aggression (FA)

Full assignment and grading rubric will be provided for both assignments for both assignments in class.

Students will read the book (2009) **Not Lost Forever, "My Story of Survival" by Carmina Salcido with Steve Jackson**, as the case study for illustrating concepts. Harper Collins Publisher New York (277 pgs) ISBN: 978-0-06-204494-5 . Book can be purchased at Barnes and Noble, Amazon, or borrowed from a library.

ASSIGNMENT No. 2: Direct Observation Activity (DOA)

The second paper requires researching a special topic and acquainting yourself with an agency directly involved in family violence, IPV, or child maltreatment. Assignment details to be provided in class.

Examinations (35%)

Quizzes

Three quizzes will be given. Students are encouraged to take all quizzes as a way to stay current with course material throughout the course and receive feedback on comprehension of key concepts. See the course schedule for quiz dates.

Final Exam

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

Participation (30%)

1. **Written Responses:** Reflection journals are used to facilitate integration of concepts presented in class. This forum encourages students to personally explore the material and promotes active learning. The journals request personal reflection on the material and will be handled respectfully and confidentially. Grades are based on the student’s thoughtfulness and scholarly integration of course concepts. In strong reflections, students make connections between course material and their evolving critical discourse on the topic. Reflections are noted as class activities in the course schedule below.
2. **Discussion/In-class exercises:** Graded discussions will be used to facilitate student dialogue, an important process for learning and the integration of complex social issues. Please pay close attention to deadlines included in the discussion instructions.

Grades are calculated based upon the scale below:

98.0 - 100% = A+	78.0 - 79.9% = C+
93.0 - 97.9% = A	73.0 - 77.9% = C
90.0 - 92.9% = A-	70.0 - 72.9 % = C-
88.0 - 89.9 % = B+	68.0 - 69.9 % = D+
83.0 - 87.9 % = B	63.0 - 67.9% = D
80.0 - 82.9% = B-	60.0 - 62.9% = D-
	00.0 - 59.9% = F

Classroom Protocol.

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

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

Your own commitment to learning, as evidenced by your enrollment at San José State University and the University's Academic Integrity Policy (Academic Senate Policy S07-2), require you to be honest in all your academic course work. Faculty members are required to report all alleged violations of the Academic Integrity Policy to Student Conduct and Ethical Development. Instances of academic dishonesty will not be tolerated. Cheating or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a [insert Academic Sanction you choose from section 4.0] and administrative sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

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

University Policies

Office of Graduate and Undergraduate Programs maintain university-wide policy information relevant to all courses, such as academic integrity, accomplishments, etc. You may find all syllabus related University Policies and resources information listed on GUP's Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

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

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

Course Schedule

Date	Topics, Readings, Assignments, Deadlines
Week 1 6/5/2017 Monday	<p>Course Overview Syllabus and Course Overview Introduction to use of Canvas in JS 136 Introduction to Family and Community Violence, and Defining and Understanding Abuse</p> <p>Reading: <u>Hines</u> (2013) Textbook: Chapter 1: Issues in the Definition of Family Violence and Abuse Quiz 1: Pass out First Assignment: Paper 1: Family Aggression (FA) Case Study using the book <u>Not Lost Forever</u> Due: 6/14/17</p> <p>6/7/2017 Wednesday</p> <p>Reading: <u>Hines</u> (2013) Textbook Chapter 2: Child Physical Maltreatment</p> <p>Review on Internet: A Short History of Child Protection in America - American Bar ... https://www.americanbar.org/content/.../ChildProtectionHistory.authcheckdam.pdf by JEB MYERS - 2008 -</p> <p>Juvenile Dependency Section - County Counsel - County of Santa Clara https://www.sccgov.org/sites/cco/areas/Pages/juvenile.aspx</p> <p>Reflection (R1) due today</p>
Week 2 6/12/2017 Monday	<p>Child Maltreatment Hines: Chapter 3- pgs 62-89 Chapter 4- pgs 91-106</p>

Date	Topics, Readings, Assignments, Deadlines
<p>6/14/2017 Wednesday</p>	<p>Quiz 2:</p> <p>Children's Exposure to Violence: A Comprehensive National Survey https://ncjrs.gov/pdffiles/ojdp/227744.pdf</p> <p>Assignment/Activity: Class Activity/Discussion on documentary: Poem (Due 6/19/17) Class Discussion on Paper 1 due Reflection (R2) Due: Pass out Second Assignment: TBA- Due 6/28/17</p> <p>Overview of Child Maltreatment The Types of Child and Maltreatment Abuses</p>
<p>Week 3 6/19/2017 Monday</p> <p>6/21/2017 Wednesday</p>	<p>Intimate Partner Maltreatment</p> <p>Quiz 3:</p> <p>Reading: <u>Hines</u> (2013) Textbook Chapter 5: Maltreatment of Female Partners Chapter 6: Maltreatment of Male Partners</p> <p>Discussion: The Power and Control Wheel Why doesn't he leave? vs. Why does she stay?</p> <p>Assignment/Activity: Hines: Chapter 8: Maltreatment in Lesbian/Gay/Bisexual/Transgender/ Queer/Intersex Relationships</p> <p>Class Discussion on case of Gwendolyn Araujo Overview of Intimate Partner Maltreatment Safety Planning with Victims of IPV *Guest Speaker: TBA</p> <p>Reflection (R3) Due:</p>

Date	Topics, Readings, Assignments, Deadlines
<p>Week 4 6/26/2017 Monday</p> <p>6/28/2017 Wednesday</p>	<p>Family Maltreatment</p> <p>Hines: Chapter 9: pgs 292-301, pgs 306-309 (Special Issue: Maltreatment of Caretakers)</p> <p>Disturbing Video: Caretaker attacks elderly patient for feeding... Fox 8 (Internet)</p> <p>Lisa's 911 phone call (Uncut Version) Part 1-Youtube Lisa's Story-CDV.Org/Children of Domestic Violence</p> <p>Class Handout and Discussion on " Childhood Trauma, The Neurobiology of Adaption, and "Use-dependent" Development of the Brain: How "States" Become "Traits"</p> <p>Reading: Edelson J. (2011) Emerging Responses to Children Exposed to Domestic Violence (12 pages) Paper 2 Due In -class Assignment/Activity: Reflection: (R4: Due)</p>
<p>Week 5 7/3/2017 Monday</p>	<p>Family Maltreatment</p> <p>Hines : Chapter 11: Ecological Contexts of Family Violence Reflection (R5) Due:</p> <p>Effects of Maltreatment: Neurobiology of Trauma Overview of Family Violence and Trauma</p> <p>Community Violence: Sexual Violence and Date Rape Rape in the Military</p> <p>Review the following: Internet Story of Annie Potts Story of Audrie</p> <p>The Invisible War/Rape and Sexual Assault in the Military (2013) Documentary Trailer Preview (2 mins) Clip (1.23 mins) (Internet)</p>

Date	Topics, Readings, Assignments, Deadlines
<p>7/5/2017 Wednesday</p>	<p>Assignment/Activity: Critical Thinking class discussion. Student to review the following:</p> <p>Watch documentary: Peggy’s Story (3 Parts)</p> <p>http://youtu.be/P8Pc6GEUfZ0 (5.25 mins) http://youtu.be/Rw-X-HD_1V0 (3.11 mins) Stalking: Real Fear, Real Crime 3/3 (17 mins)</p> <p>Be prepared to describe the incident and provide your opinion of what lead to the abuse.</p> <p>FINAL</p>