

San José State University
Department of Justice Studies
JS 136, Family and Community Violence, Fall 2018

Instructor: Kevin Lynch

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Office Hours: My office hours are **Tuesday (11:15 AM-1:15PM)** or by appointment.

Class Days/Time: Tuesday/Thursday, 1:30-2:45 PM

Classroom: BBC 220

Requisites: Completion of 100w or co-requisite

Course Description

This course is divided into two sections. The first examines community violence in terms of the history and influence of American violence, media promotion of fear of violence, and how sport creates rape culture and homophobic violence. The second half of the course is dedicated to human trafficking, child neglect and exploitation, intimate partner violence among different populations, hate crime, and preventive measures and activism. The course will delve into laws, the criminal justice response to violence, and debates about proper responses to community and family violence.

General Education Goals and Student Learning Objectives

This course falls within the general education curriculum and as such, it has specific General Education Learning Outcomes:

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 the 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);

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

Course Goals and Student Learning Objectives

SLO: Recognition of how the illusion of violence solves national and international conflicts and how that affects the American view of violence as a problem solver.

SLO: Describe how media distorts the corrective nature of criminal justice systems and how the media ignores systemic problems that inflict violence on the innocent and minor juvenile and adult crime offenders.

SLO: Describe how media exposure creates irrational fears that result in racial alienation, lack of empathy, and policies and laws which promote state and community violence.

SLO: Recognition of how sport influences the creation of rape culture and supports heteronormative practices that can lead to the rejection of diverse sexual orientations and homophobic violence.

SLO: Describe the prevalence of human trafficking and how it inflicts violence and preys upon vulnerable juveniles and what can be done to minimize it.

SLO: Recognition of factors that lead to intimate partner violence and how to look for warning signs.

SLO: Explain family of origin conditioning that can lead to abusive relationships, particularly among different ethnic populations.

SLO: Explain how the theories of gender entrapment, battered women syndrome, and hegemonic and inclusive gender theories and cultivation and substitution theories can result in family and community violence

SLO: Show how social action and activism can spread awareness and reduce family and community violence.

Course Assignments:

1. Group assignment: Each group will generate questions from a reading and inform the class on what they are looking for in the answers. The students will then lead a class

discussion on the answers with the class. Students will also suggest grades on work submitted on the assignment they discuss.

2. Group assignment: Each group will research and create a plan of action and activism based on an issue studied in class. Students will then create a flyer, which they will distribute on campus. Students will then report to the class on their experience.
3. Short weekly assignments will be based on documentaries, class presentations or a current event that's relevant to the course.
4. Class participation will be graded, and it will be particularly important to interact and ask questions when your fellow students are presenting assignment questions or reviewing answers. Don't leave your fellow students hanging!
5. A midterm will include multiple choice questions.
6. The final will be a paper on your area of interest in the class.
7. Students are also encouraged to bring up issues about the law and media representations of violence, which can greatly contribute to your participation grade.

Required Texts/Readings

Sapphire, *Push* (1996).

Other Readings

Supplemental required readings will be posted on Canvas.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes. The last day to drop a class is AUGUST 31. The last day to add is SEPTEMBER 10.

Assignments and Grading Policy

The course requirements consist of class participation, analyses of the readings, midterm, group assignments, final paper, and presentation. The grades will be calculated as follows:

Your grade is composed of:

194 - 200 A+, 186-192 A, 180-184

A- 174 – 178 B+ 164 – 172 B

160-163 B- 155-159 C+ 142- 154 140-141 C- 136

-138 D+ 121-134 D

120 D- 119 and below F

Class participation: Class participation involves the following: (1) presenting your analyses of the readings to the class, (2) responding to your peers' comments, (3) participating in in-class activities, and (4) leading class discussions. **(25 points)**

Readings: 1 to 2 pages single-spaced. Please provide thoughtful and full responses to the questions posed and analysis is required. **(65 points)**

Midterm: Multiple choice **(20)**

Research paper: This paper may cover any area of violence of interest to you. You must cite at least 5 peer-reviewed articles. Five to seven pages is required with at least five sources. No late papers will be accepted. **(30 points)**

Group project: Your group will create questions on a weekly class assignment. You will then present your questions to class and ask them what you want to emphasize in their answers. Once the class submits their answers, the student group will then present which answers they like best and grade the answers. Each student in the group will be responsible for three to four questions. **(30 points)**

Group project II: Students will research an organization that deals with an issue in the reading, lectures or video presentations - be it responsible journalism, human trafficking, change-in-law advocacy, change.org petition, intimate partner violence advocacy, gang violence reduction, child abuse funding or advocacy, foster care funding or advocacy or some other issue. The group will then create a flyer to distribute around campus. **(30 points)**

University Policies

Academic Integrity

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. 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 failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Other Misconduct

You are also expected to respect the right of your fellow students to learn. You should make sure that cell phones, text devices, radios, games, and so forth are turned off prior to class. If you use a laptop computer in class, your computer use should not distract others. Broadcasting material not relevant to the course is inappropriate.

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 DRC (Disability Resource Center) to establish a record of their disability.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

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 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.

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 at <http://www.sjsu.edu/gup/syllabusinfo/>” Campus Policy in Compliance with the American Disabilities Act If you need course adaptations or accommodations because of a disability (e.g. additional time on the quizzes), please contact me as soon as possible. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the SJSU Accessible Education Center (AEC) to establish a record of their disability. You will need to email me a copy of your AEC form so that I can provide you with the appropriate accommodations. Academic Integrity Students should know that the University's Code of Student Conduct which can be found at <http://www.sjsu.edu/studentconduct/docs/Student%20Conduct%20Code%202013.pdf>. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the

University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at <http://www.sjsu.edu/studentconduct/>.

I may make changes to this schedule to improve this class.

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Week	Date	Topics, Readings, Assignments, Deadlines
1	08/21 08/23	<p>Introductions and introduction to course.</p> <p>National violence: Set groups. "Buying the War" documentary. Example of question presentations.</p>
2	08/28 08/30	<p>National violence cont. Remember the Main, Tet offensive, Iraq war. Finish "Buying the War" Further example of question presentations. Reminder: Tomorrow is the last day to drop the class. September 10 is the last day to add the class.</p> <p>Group 1 presents "Buying the War" questions. Send to fellow students Class and major purpose.</p> <p>Assignment: Questions for the "Buying the War" due Sept. 1 at 11:59 pm. Group 2 reads, impact of television news and entertainment violence on children and adults in Matthew Robinson "Media Coverage of Crime and Criminal Justice". Substitution and cultivation theory "13th" shown</p>
3	09/3 09/5	<p>Media Influence: Group 1 presents BTW answers, Assignment: Media reading: Impact of television news and entertainment violence on children and adults in Matthew Robinson "Media Coverage of Crime and Criminal Justice". Substitution and cultivation theory and "13th" Group 2 presents media questions. Due Sept. 9 at 11:59 p.m.</p> <p>Class: Additional video - Corporate ownership of media.</p>
4	09/11 09/13	<p>Institutional violence: Group 2 Presents media answers "Occupied Territory" Shown.</p> <p>Police shooting and protest "Occupied territory" cont. Assignment: Robinson reading due 9/16 at 11:59 p.m.</p>
5	09/18 09/20	<p>Institutional violence. Group 3 presents OT questions. Assignment: Answer OT questions by Sunday, Sept 23 by 11:59 p.m.</p> <p>"13th" On Kahlil Browder. Read about mass incarceration in Michelle Robinson "The New Jim Crow."</p>

6	09/25 9/27	Group 3 Presents answers on OT. Group 4 presents questions on “13th” and Alexander. Assignment: Answer 13th and Alexander questions by Sunday, September 30 at 11:59 p.m. Institutional violence continued: Black on black violence Read about black on black crime in Jill Leovy “Ghettoside” Lecture: Media, mass incarceration, state violence, people of color seen as criminals, not victims.
7	10/02 10/04	Communities of color violence Group 4 Presents answers on “13th” and Alexander. Group 5 presents questions on Leovy. Assignment: Questions on Leovy due Sunday, 10/7 at 11:59. Influence of sports violence on society and rape culture. Read football assignment. Lecture on sports and gender identities
8	10/09 10/11	Group 5 presents answers on Leovy. Group 6 presents on football readings. Assignment: Football reading due Sunday, Oct. 14 at 11:59. Midterm
9	10/16 10/18	Gender Identities: Group 6 presents answers on football answers. Group 7 presents on Gender and IPV theories. Assignments: Theory reading due Sunday, Oct. 21 at 11:59 p.m. Hegemonic Masculinity, inclusive masculinity and Contact Hypothesis Midterm
10	10/23 10/25	Battered women and Crime Group 7 presents on theory reading. Group 8 presents on “Compelled to crime” by Beth E. Richie reading. Assignment: Richie reading due Oct. 28 at 11:59 p.m. Lecture: Warning signs of IPV violence. How to avoid abusive relationships and how to leave.
11	10/29 11/1	Intimate Partner Violence Group 8 presents on Richie answers. Group 9 presents questions on Sapphire. Assignment: Part I of Sapphire due Nov. 12 at 11:59.
12	11/6 11/8	Human trafficking and Child Abuse: Group 9 presents answers on Sapphire. Group 10 presents questions on Sapphire Part II. Assignment: Part II of Sapphire due Nov. 11 at 11:59 p.m. Lecture on human trafficking. Neff Audio. Professor presents on human trafficking reading.
13	11/13	Child Abuse: Group 10 presents on Sapphire Part II. Professor presents Part III on Sapphire and human trafficking reading.

	11/15	Assignment: Sapphire and HT due November 18 at 11:59. Activism options discussed.
14	11/20 No Class	No Class Thanksgiving Holiday
15 15 cont	11/27 11/29	Activism Day
16	12/09	Final Presentations
Final Exam	To be announced	Final Presentations