San José State University
Department of Justice Studies
JS136, Family and Community Violence, Section 82, Fall, 2021

Course and Contact Information

Instructor(s):	Maureen Lowell, MA, LMFT
Office Location:	Online only
Telephone:	(408) 246-1300
Email:	Maureen.lowell@sjsu.edu
Office Hours:	Every week on Thursday, 09:00 AM Pacific Time (US and Canada) Aug 19, 2021 through Dec 2, 2021, Online, via Zoom: https://sjsu.zoom.us/j/89341275541?pwd=c3RLVnpTcDg4dXphZ28vUFJtUXFQUT09 **Password**: JS.Lowell OR by appointment at a mutually agreeable time
Class Days/Time:	Online, Asynchronous (no time pattern) Weekly class lectures and activities required
Classroom:	Online, asynchronous Canvas Classroom: https://sjsu.instructure.com/courses/1435706
Prerequisites:	Upper division and completion of A3, ENGL 1B, HUM 2B, or equivalent with a C- or better OR completion of WST or WST Self-Directed Placement
GE/SJSU Studies Category:	Area S

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 elder abuse.

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

1. Framing Violence & Nonviolence
2. Violence against Children & Youth
3. Violence against Adults in Relationship
4. Collective Violence

Study of all forms of violence covered in this course includes analysis of the dynamics of power in relationships and social institutions and the social and historical processes that legitimize the misuse of power. Recurring themes include discrimination and oppression on the basis of age, gender, religion, race, ethnicity, socioeconomic status, disability, and sexual orientation. An understanding of how infant and child development is compromised by being exposed to violence, by witnessing abuse, and being the objects of maltreatment provides a developmental perspective to help understand the effects of violence and the intergenerational cycle of abusive relationships.

A key objective of this course is to help students begin to recognize attitudes and beliefs that hinder social action and perpetuate violence. Ultimately, this course seeks to foster exploration of how individuals and groups can work collectively to recognize and respond more effectively to violence in diverse communities.

Course Format

This course is delivered as an asynchronous, fully online course. That is, all instruction takes place online, with no physical or virtual in-person or on-campus meetings. There is no weekly time-pattern for class meetings.

Technology Requirements: Asynchronous Online Course

Students will need a computer and reliable internet access with sufficient bandwidth to stream YouTube videos and take online exams. SJSU has a free equipment loan program available for students if access to an electronic device is a problem (See https://www.sjsu.edu/learnanywhere/equipment/index.php for details).

Students should not rely on public hotspots, such as internet cafés or coffee shops for delivery of this course, especially for taking online exams and quizzes. These public locations often do not have adequate bandwidth, resulting in loss of connection. If students have weak internet access at home, arrangements should be made to be on campus to take exams. See Learn Anywhere website (https://www.sjsu.edu/learnanywhere/equipment/index.php) for current Wi-Fi options on campus. Access to reliable internet is the responsibility of the student.

Students will also need working speakers; this may require a headset. Difficulties hearing lectures have been resolved by the student changing computers or headsets. Headphones that come with smartphones are often, but not always, sufficient.

This course is delivered via Canvas ™, SJSU's learning management system and technologies associated with Canvas. Course delivery includes lectures, learning activities, and assignment submissions.

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://www.sjsu.edu/it/services/collaboration/software/instructions.php. Failure to submit assignments in proper format may result in late point deductions being applied. Be sure to SAVEAS .doc of .docx before final submission. Assignments sent as email attachments are not counted as submitted.

Canvas uses Turnitin.com for originality reports. 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 (.docx). Other formats are not able to be consistently and reliably processed by Turnitin.com, an integrated component of Canvas. Students using Google docs or Pages will need to save documents in the .docx format. Failure to comply with this formatting requirement could result is late point deductions or a zero.

Students are not allowed to record without instructor permission

All course material developed by the instructor is the intellectual property of the instructor and is to be used for private, study purposes only, and cannot be shared publicly or uploaded without the instructor's approval (see University policy S12-7).

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university

and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Messaging

All communication for this course is sent through Canvas, including announcements, emails, and weekly module overview pages. Students are responsible to staying up-to-date with class communication. Students are encouraged to set Canvas notifications to send notices to other technology and email to ensure prompt and consistent access to course announcements, materials, and syllabus updates. You are responsible for regularly checking with the Canvas messaging systems to learn of any updates.

Course materials such as the syllabus, additional required reading, handouts, lecture videos, assignment instructions, etc. can be found on our course site at https://sjsu.instructure.com/courses/1418558.

Each week a courtesy announcement is sent notifying students that the week's module is available. This announcement provides a link to the week's overview page. The module overview provides an outline of reading, course material, assignments, activities for that week and a step-by-step guide for successful completion of that module. The overview also includes any changes to the syllabus, including reading, due dates, or activities. This module overview is a critical introduction to the week's class content and requirements.

For help with using Canvas see *Canvas Student Resources page* at http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources.

E-mail Policy

While general class questions and clarifications should be posted in the online discussions provided so that all students benefit, you are welcome to email me at any time with personal issues or concerns (I check email at least two times per day); however, please adhere to the e-mail guidelines below:

1. Use Canvas email when possible; it sends notifications to my phone and SJSU email acct and elevates student emails over other emails coming into my SJSU acct.

2. When emailing me through my SJSU email, please include in the "subject line" the course number, your name, and a specific description of your inquiry or comment (e.g., JS136, Your Name, subject). I will not respond to "no subject" e-mails, or any e-mail where the student is not identified in either the subject line or body of the e-mail to reduce risk to computer infection.

3. E-mailed inquiries should be relatively short in nature. If more time is needed, please request a time to chat (via Zoom or phone).

Program Information

This course is offered through the Department of Justice Studies. More information is available at www.sjsu.edu/justicestudies/.

Course Goals

It is the goal of this course to increase awareness of the social context of family and community violence and the parallels between different types of violence. Additionally, it is the goal of this course to increase critical reflection of the perpetuation of violence through our institutional responses as well as the opportunities for informal systems to address these issues through relationships rather than power structures.

GE Learning Outcomes (GELO)

Upon successful completion of this GE course, students will 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; aligned with course learning outcomes 1 and 3.
    - *Aligned with activity/assignment/experience: ILA1.Essay, ILA.5.Essay, and questions on the unit quizzes and the final exam. Additionally, this outcome will be assessed through the research paper.*
2. Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.; aligned with course learning outcome 2.
    - *Aligned with activity/assignment/experience: ILA.2.Essay, ILA.4.Essay, and questions on the unit quizzes and the final exam. Additionally, this outcome will be assessed through the research paper.*
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); aligned with course learning outcome 6,
    - *Aligned with activity/assignment/experience: ILA.3.Essay, and questions on the unit quizzes and the final exam. Additionally, this outcome will be assessed through the research paper*
4. Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S; aligned with course learning outcomes 4 and 5.
    - *Aligned with activity/assignment/experience: ILA.4.Essay, ILA.5. Essay, and questions on the unit quizzes and the final exam. Additionally, this outcome will be assessed through the research paper, the final presentation, and the discussion based on final presentations.*

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 (Aligns with 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, (Aligns with GELO 2)
3. Demonstrate knowledge about the consequences of violence and effects on victims from diverse backgrounds, (Aligns with GELO 1)
4. Demonstrate awareness about one's own prejudicial attitudes and behaviors that tolerate and promote abusive relationships, (Aligns with 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, (Aligns with GELO 4)
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: statutory laws, role of law enforcement, and proceedings within criminal, family and juvenile courts. (Aligns with GELO 3)

Department of Justice Study's Reading and Writing Philosophy

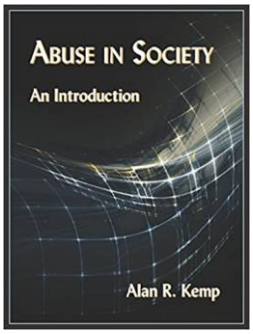
The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically 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.

- *Writing is evaluated through the first quiz (Q3) and through the writing criteria included in course activity and formal research paper rubrics.*

Required Texts/Readings

Textbook



Kemp, A. (2017) Abuse in Society: An Introduction. Long Grove, IL: Waveland Press, Inc. ISBN: 978-1-4786-3354-9.

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

Other Readings

Additional articles and readings are posted in the course schedule at the end of this document. These assigned readings are subject to change with notice through Canvas in the weekly module overview page. Access to and links to required reading not found in the textbook will be available on Canvas™ in the Module and weekly overview page.

Other technology requirements / equipment / material

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students (https://www.sjsu.edu/learnanywhere/equipment/index.php).

Proctoring Software and Exams

Exams will be proctored in this course through Respondus Monitor and LockDown Browser.

Please note, the university gives instructor's discretion to determine the method of proctoring. If cheating is suspected the proctored videos may be used for further inspection and may become part of the student's disciplinary record. Note that the proctoring software does not determine whether academic misconduct occurred, but does determine whether something irregular occurred that may require further investigation. Students are encouraged to contact the instructor if
unexpected interruptions (from a parent or roommate, for example) occur during an exam.

Library Liaison

For help with library resources and library research, students are strongly encouraged to contact the Justice Studies. Our Library Liaison is Nyle Craig Monday, MLK Librarian. He can be reached at (408) 808-2041 or at Nyle.Monday@sjsu.edu

Department librarians are a great resource for help with the library research that is required for your paper. I encourage you to use Nyle for your research questions and further develop your library research skills.

Course Requirements and Assignments

"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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus." (*University Policy S16-9; Course Syllabi can be found at http://www.sjsu.edu/senate/docs/S16-9.pdf)*

As noted previously, this is an asynchronous, online course. What this means is that students complete the class work, lectures, learning activities, and assignments based on their own schedule during that week, rather than a class schedule assigned by the University. Modules are completed each week and new modules released each Monday morning.

Weekly Modules

I can't stress this enough. Modules are released each week on Monday. Students are required to complete modules on a weekly basis, including lecture videos, weekly reading (combination of textbook chapters and articles) and module learning activities. Most weeks a courtesy announcement is sent notifying students that the week's module is available. This announcement provides a link to the week's overview page. The module overview should be read within 24-hours of its availability. Based on this, you will be able to plan your week to complete the required lectures and activities.

There are graded learning activities each week. Some weeks have Thursday due dates. It is your responsibility to track, schedule, and complete weekly class requirements *each* week. Failing to complete lecture videos and associated learning activities is the equivalent of not coming to class in in-person classes. You cannot expect to succeed.

In addition to completion and participation in weekly modules, students are required to complete assignments and submit them by the designated due date and time. The research paper and presentation are not specific to a single week. There are several steps to completion of the paper and presentation. These assignments are included in the weekly module overviews, so that you are able to keep track of longer term projects and assignments as well as the learning activities for that week. You will see due dates noted with these assignments.

Learning Activities and Assignments

There are four areas of evaluation used in this course: Module Learning Activities (MLA), Integrative Learning Assessments, a Research Paper Project (RP), and Exams (i.e. Unit Quizzes and Final). All areas are weighted equally (i.e. 25% of total grade) but represent different point totals. This is covered in the next section.

Module Learning Activities

Module Learning Activities (MLA) are designed to facilitate learning, and integrate and apply course concepts. Learning activities are one part of our online classroom and are intended to extend and apply ideas presented in

the lecture videos. Activities include reflections, online discussions, and – at times - collaborative learning projects. These are the activities that would normally happen during class time based on the lecture and reading for that week. These learning activities require reference to and application of the material from the reading and lectures.
The goal of MLAs is to work with the material and to allow the material to connect with other knowledge and experience. It is not an assessment of proficiency; it is a learning activity intended to facilitate learning and integration of material. These are lower stake activities. The scoring rubrics reflect and emphasize the learning process, rather than accuracy. For instance, one point on MLAs is on-time submission. Another point is reference to and application of course material. It is not about being right; it is about working with the material to the best of your understanding at the time.

Module Learning Activities are subject to change. Any changes would be based on how the class is collectively progressing toward mastery of learning outcomes. Changes would be made to facilitate the learning process. Module Learning Activities are noted in the course schedule and will be outlined in the weekly overview pages. MLA that deviate from the posted course schedule will be noted in the overview page as a change.

Reflections (5 points each). Reflections are used to connect course material to prior learning and personal experience. This is how new ideas come to be learned and integrated into existing knowledge networks. Sometimes this involves personal reflection. If students choose to relate personal experience - be assured - all personal disclosures will be handled confidentially, unless such disclosures suggest a threat of harm to self or others, in which case information will be shared as needed to mitigate the risk of harm. All disclosures will be handled respectfully.

Discussions. Similar to reflections, online class discussions are intended to enhance learning. At times, students choose to share personal experiences in discussion threads. Relevant personal experience is welcomed. All posts within our course are considered confidential and should not be shared outside the class. Please respect disclosures by ensuring that what is said in our class (even on online), stays in this course unless there is risk of harm. Any concerns should be brought to the attention of the instructor as soon as possible.

On-line, graded discussions are used to facilitate student exchange and dialogue. Discussions provide an effective forum for integrating complex concepts. Posts are intended to specifically reflect and apply course lecture and assigned reading. You are encouraged to extend that learning through connections to other sources or concepts from other modules.

The goal of discussions is to expand perspectives and understanding. This includes – if not requires - disagreements and divergent thinking. Because of the value for diverse perspectives, it is important that all students adhere to an ethic of respect. See Classroom Protocol below.

Please pay close attention to posting deadlines included in the discussion instructions. The deadline for initial posts is typically Thursday of the discussion week. This initial post deadline is there to facilitate discussion among students after everyone has contributed. You typically will not be able to see other student posts until you have posted your initial discussion post, so a blank discussion board does not mean that other students are not already discussing the week's material.

The initial post due dates are not always visible in the calendar. Due dates for initial posts are clearly specified in the module overview and in the discussion instructions, as well as the course schedule in this document. Students are responsible for these due dates.

*Collaborative Learning Projects***.** There are currently no collaborative learning activities scheduled. When used, collaborative learning activities require students to contribute to a shared Google Presentation and then discuss their contribution and the emerging project in an online discussion forum. Detailed instructions are provided in the module overview and assignment.

Quizzes. Practices quizzes are incorporated into the module's learning activities as are review questions. Practice quizzes are not included in the student's grade, but provide feedback to the student about their comprehension of the material and progress toward course learning outcomes. Some modules may use practice essay questions as a learning activity, which would then be scored.

Integrative Learning Assessment (ILA)

Integrative Learning Assessments are more formal and higher point essays that are used to assess proficiency and mastery of course learning outcomes. A CLO can be found next to the ILA in the course schedule and will be noted in the module overview. There are five ILAs. See course schedule for specific dates and topics.

Research Project, Paper and Presentation

For this project, you will research a form of violence that has emerged as a social problem in the US. You will begin by choosing one type of violence from the topics offered. You will then be assigned to the corresponding writing group.

Instructions

1. Choose a topic from the list provided.
2. Over the course of the semester, you will research the history of the problem, the prevalence, the factors associated with this form of violence, the effects and consequences, and intervention and prevention strategies.
3. Based on your research, you will produce a 6 to 8-page paper that proposes and supports how this form of violence can best be addressed formally through institutional response and informally, based on social attitudes and norms.

The topics for this semester will be released with the assignment and posted in the module overview. Possible Topic Areas include:

1. Hate crimes based in white supremacy
2. Sex trafficking of youth in the US
3. Teen dating/partner violence in the US
4. Sexual violence on college campuses

Research Paper (RP) (40 points)

Due November 14, 2021 by 11:59PM

Based on your research, you will produce a 6 to 8-page paper using APA format for in-text citation and format. Detailed instrcutions for the paper will be provided through Canvas and posted in the Module 3 Overview. Generally papers address the scope of the problem, including definitions of this form of violence (including laws), prevalence data (over time) and effects. You will then present findings on ways in which communities can prevent and intervene in this type of violence. Complete instructions and a rubric will be provided in week 3.

RP Required Content

1. Problem Frame (GELO1)
    a. Definitions of the problem (CLO1; GELO1)
    b. Current prevalence (e.g. number of victims, number of criminal cases, etc.) and trends in prevalence, i.e. increasing, decreasing, stable (CLO1; GELO1)

    c. Effects and consequences (CLO3; GELO1)
2. Contexts of Violence (CLO2; GELO2)
    a. Discussion of factors associated with increased rates of this form of violence
    b. Discussion of factors that decrease prevalence of this form of violence (CLO5; GELO4)
3. Strategies for Intervention and Prevention
    a. Federal and state laws addressing the problem (CLO6; GELO3)
    b. Innovative programs being used to address the problem (CLO5; GELO4)
4. Recommendations and conclusion (CLO5; GELO4)
5. Writing (Dept of JS Reading and Writing Philosophy)

Presentation
Based on your research and paper, create 3-5 slides that summarize your findings and recommendations for ways to more effectively address this form of violence beyond the justice system. Include a brief description of the scope of the problem and a short description of the formal response. Then share your ideas for change based on what you have learned. (CLO5; GELO4).

You will record your presentation to share with the class. (JS Reading and Writing Philosophy)

Quizzes & Final Exam

There is an online, graded quiz at the end of each unit and a final exam. Questions on unit quizzes cover material from that unit. The final exam is cumulative. See the course schedule for unit quiz dates.

All quizzes are online. Graded quizzes require Lockdown Browser. The number of questions and points on each online exam vary. Unit quizzes are shorter than the final exam. Quiz questions provide objective evaluation of course learning objectives. Points on quizzes vary, but range between *30-40 points*

The Final Exam is a scheduled, time-specific exam (see course schedule). Even though the exam follows the University exam schedule for online classes, some students have had conflicts with evening class finals. Please check the assigned exam time and notify the instructor if you have a conflict. You must notify the instructor at least two weeks prior to the scheduled exam to qualify for the alternative exam date. Make-ups are done on the assigned make-up day (time TBD). See more details about the final below.

Challenge to Exam Questions

If you wish to challenge a quiz or exam question, you can submit a brief statement in support of your answer. The support must be based on material presented in this course (readings or lectures); specific citation must be clearly noted, including page number. Your challenge must be submitted through Canvas email within 24-hours of the close of the examination. If grades are posted after the close of the exam/quiz, challenges must be submitted within 24-hours of the posted grade.

Final Examination or Evaluation

"Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment." (University policy S17-1 found at http://www.sjsu.edu/senate/docs/S17-1.pdf)

Students are required to make arrangements to be available for the scheduled final. Work, childcare and other obligations are not considered conflicts that exempt the student from taking the exam at the scheduled time. For conflicts with other course exams or excessive exams in one day, students are required to provide evidence of the conflict and request a make-up exam at least two weeks prior to the scheduled exam. The make-up is given on the make-up day of exams.

The final will be online, requiring Respondus Lockdown Browser and may require remote proctor (requires a camera). 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 (eg. Respondus Lockdown Browser) **5:15-7:30PM on Thursday, December 9, 2021**, based on the University exam schedule. The exam will close promptly at 7:30PM, unless accommodations allow for extended time. If this conflicts with another course, provide evidence of the conflict at least two weeks prior to the scheduled final exam. If a make-up allowed, please make arrangements to be available for the make-up exam on Wednesday, December 15, 2021.

The exam will be cumulative and will cover content from assigned readings and lecture material. The final exam will include approximately 50 points in objective questions, including multiple choice, multiple answer, true/false, and matching. The exam will also include up to six short answer/essay questions *(5 points each)* reflecting each of the GE learning outcomes.

Grading Information

Module Learning Activities and Assignments are scored using rubrics. Rubrics are available in the assignment. Students are encouraged to use the rubric to assess their work prior to submission. Reflections and discussions use a binary rubric where you either met criteria or you did not. Criteria include posting on time, addressing the prompt, clear and substantive reference to course material (with citation), and collaborative engagement in the discussion.

Areas of Assessment

Each area is weighted equally: 25%. Point totals may change with fair notice, but weighting will not.

1. Module Learning Activities = 40 points
    a. Reflections (5) = 5 points each
    b. Discussions (3) = approximately 5 points each
2. Integrative Learning Assessments = 50 points
    a. Five assessment essays worth 10 points each
3. Research Project = 65 points
    a. Annotated bibliography = 10 points
    b. Rough Draft/Peer Review = 10 points
    c. Paper = 40 points
    d. Presentation = 5 points
4. Unit quizzes and final exam = 200 points
    a. Four Unit quizzes = ~30 points each
    b. Final Exam = approximately 80 points

Writing Evaluation. Students are expected to be able to write at an upper division level. Per GE guidelines, all writing shall be assessed for grammar, clarity, succinctness and coherence. You are strongly encouraged to use the Writing Center if you feel your writing ability and/or understanding of APA style may impact your performance on assignments and learning activities. Appointments at the Writing Center should be made in advance to allow enough time to make recommended changes. Learn more about the Writing Center and its resources at http://www.sjsu.edu/writingcenter/.

Determination of Grades

Points are translated to a percent of total points and assigned a letter grade at the end of the semester. The following letter grades will be assigned based on percent of total points. Grades are calculated based upon the scale below:

A plus	*96 to 100 percent*
A	*93 to 95 percent*
A minus	*90 to 92 percent*
B plus	*86 to 89 percent*
B	*83 to 85 percent*
B minus	*80 to 82 percent*
C plus	*76 to 79 percent*
C	*73 to 75 percent*
C minus	*70 to 72 percent*
D plus	*66 to 69 percent*
D	*63 to 65 percent*
D minus	*60 to 62 percent*

Late Policy and Make-ups

Late submission of the research paper will result in a 4-point deduction the first day and one point each day following, including weekends. The research paper will close for submission one (1) week after the due date, unless special permission (for extenuating circumstances) has been secured prior to the due date.

Late submission of reflections will be accepted through Friday of the same week. One point in the reflection rubric is based on submission by the due date. This point would be lost, if submitting a reflection late.

Initial posts are due Thursday of the discussion week. Students failing to meet this deadline can still participate, but there is a one-point deduction for late initial posts (see rubric). Discussions and quizzes, have a firm close date and time. Students failing to complete the activity by the close of the activity/quiz will receive a zero, or for discussions the criteria not yet met.

Please note, in Canvas there is a notation for open date, due date and close date. The close date for papers is not the due date. The close date includes the period during which late papers will still be accepted. Due dates are posted in the course schedule, weekly module overviews, and in the assignment. It is the student's responsibility to track due dates (including times). There is sufficient notice of these dates.

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 exam will be held on the University-designated make-up day. See Course Schedule for date.

Extra Credit

I do not typically offer extra credit. If extra credit is offered, it will be based on accessibility for all online students and will be announced in Canvas and posted in the Module Overview the week it is available.

Grading Information for upper division GE courses (R, S, V):

This course is an Area S Upper Division course.

"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."

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 on or before due dates. It is easy to fall behind in asynchronous, online courses. I encourage you to schedule a specific time each week that you will commit to this class to avoid it falling off your radar. Completion of module pages, videos, lectures, and activities, are the equivalent of in-class time. Attendance is equivalent to completing all module requirements each week. While this is an asynchronous class, it is not "at your own pace". We have "class" each week, meaning a module with reading, lectures, learning activities, and assessments are released each Monday and include deadline by or before the following Sunday.

Warning: 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 – most often early in the semester. This was often caused by students not allocating enough time for successful completion of weekly course work.

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. I would strongly suggest that you set up Canvas notifications so that you get pinged on other devices such as frequently accessed email or smartphones, so that you can stay up with any course announcements and reminders.

Respect and Confidentiality

This class combines reading, lectures and video segments to present the conceptual material. On-line discussions and learning activities 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.

This course is fully online. As a note of caution: online, asynchronous formats necessarily eliminate all the benefits of face-to-face and timely communication that allow us to gage the reactions of others to our comments. This can also give us the impression of anonymity. Additionally, 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 of posts 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 of 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.

Communication

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 Zoom meetings with students to clarify material and to support student success. To schedule a meeting, it is best to send an email, preferably through Canvas.
I will be starting a new segment called "Feedback Fridays" where I will post a recording that highlights how the class is doing as a whole based on performance on learning activities and quizzes. I hope this feedback contributes to a sense of our class as a learning community.

Support

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 or to be currently experiencing 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 reach out. I am available to connect with you, so you do not feel like you have to go it alone. I also encourage you to take advantage of the University counseling center. More information about counseling services can be found at http://www.sjsu.edu/counseling.

Access Social Sciences: Student Success Center

The Student Success Center in the College of Social Sciences provides advising for undergraduate students. Students are invited to contact Access for Social Sciences at https://www.sjsu.edu/access/ 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 Access. Location: Clark Hall, Room 240
One Washington Square, San José, CA 95192-0107. Email: socsci-success@sjsu.edu; Phone: 408.924.5363
Access is currently only offering online services for fall 2020.

University Policies

Per University Policy S16-9 ,relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources. Links to these policies and resources will be available in the Getting Started Module on Canvas and will be briefly reviewed in the introductory lectures.

University Policy Highlights

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.

Accommodations for Students with Disabilities

Some students struggle without realizing that they have a learning difference that can be supported through accommodations. If you feel this might apply to you, visit the Accessible Education Center (AEC) for assessment.

Presidential Directive 97-03 requires that students with disabilities requesting accommodations register with the Accessible Education Center (AEC) to establish a record of their disability.

JS136-82 / Family and Community Violence, Fall 2021,

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 weekly module overviews of any changes.

Due dates for major papers do not change, so that students can plan for these major deadlines. The final exam is scheduled based on University exam times, and so will also not change. As noted, the final is time-specific. Please plan accordingly.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8.19.2021	**Module 1: Introductions & Course Overview** Including introduction to navigating this online, asynchronous course
1	Required Reading	**Course Syllabus** **Articles:** Rutherford, A., Zwi, A., Grove, N., & Butchart, A. (2007). Violence: A glossary. Journal of Epidemiology and Community Health, 61(8), 676-80. Social and Economic Costs of Violence: Workshop Summary At https://www.ncbi.nlm.nih.gov/books/NBK190004/#sec_0047. Read: "7-- Context and Place" up to but not including "The Impact of War…" Lee, B. X. (2015). Causes and cures I: Toward a new definition. Aggression and Violent Behavior, 25, 199-203.
	Activities, Assignments, Assessments:	Introductions through online Discussion: Post personal introduction in discussion provided in Module 1. Follow prompt. Post any questions about the syllabus of course expectations in the Help Forum Discussion.
2	8.23.2021	**Module 2: Introduction to Violence**
2	Required Reading	Refer to reading from Week 1 Kemp (2017) Textbook: Chapter 1: The Abuse Landscape (pp. 3-38) Lee, B. X. (2016). Causes and cures VII: Structural violence. Aggression and Violent Behavior, 28, 109-114.
	Activities, Assignments, Assessments:	**MLA.1.Reflection** – How do social norms influence our tolerance for violence and how are they changing? Interview three friends, peers, and/or family and ask them this question. Write a short reflection on what you learned (CLO 4)

Week	Date	Topics, Readings, Assignments, Deadlines
3	8.30.2021	**Module 3: Ecology of Violence, Prevention, & Intervention**
3	Required Reading	Mikton, Christopher R, Butchart, Alexander, Dahlberg, Linda L, & Krug, Etienne G. (2016). Global Status Report on Violence Prevention 2014. American Journal of Preventive Medicine, 50(5), 652-659. World Health Organization/London School of Hygiene and Tropical Medicine. (2010). Preventing intimate partner and sexual violence against women: Taking action and generating evidence. Geneva, World Health Organization, pp. 95. Read pages 1-10 (Introduction to the Public Health Model) See full 2014 report in the Reference and Resource section of Module One: Getting Started. WHO (2009) Violence Prevention – the Evidence: Changing cultural and social norms that support violence. https://www.who.int/violence_injury_prevention/violence/norms.pdf
	Activities, Assignments, Assessments:	**MLA2**: "I'm From" Poem (Applied ecological model). See prompt in the module overview. (CLO2) **RP:** Research Paper Assignment introduced; sign up for topic areas. See module overview for details. **RP:** Begin library research
4	9.7.2021 Labor Day	**Module 4: Exploring Violence & Nonviolence/Risk and Protective Factors**
4	Required Reading	Lee, B. (2017). Causes and cures XIV: Nonviolence approaches. Aggression and Violent Behavior, 35, 97-102. Lilleston, P.S., Verma, R.K., & McCleary-Sills, J. (2017) Understanding social norms and violence in childhood: theoretical underpinnings and strategies for intervention. *Psychology, Health & Medicine*, Volume 22 (1). pgs. 122-134. https://doi.org/10.1080/13548506.2016.1271954 Begin Kemp (2017) Textbook: Chapter 2: Child Physical Abuse
	Activities, Assignments, Assessments:	**MLA3:** Reflection on Risk & Protective Factors – Reread your poem from last week and look for risk or protective factors for violence in your ecology. How have factors in your environment influenced your development? Do you see some of the risk or protective factors for violence in your ecology? What does this tell you about risk and protective factors? (CLO 2) **ILA.1.Essay**: Explain violence to a friend or family member who believes that violence is only assault and/or only includes situations where someone was really hurt? Write a two page essay that explains violence beyond hitting and why we need to be more conscious of the full extent of violence in our families and communities. Apply and cite course material in the development of your thesis. (CLO1)
5	9.13.2021	**Module 5: Overview of Child Maltreatment and Abuse** Also covered: Physical Abuse, Neglect, and Psychological Maltreatment

Week	Date	Topics, Readings, Assignments, Deadlines
		With reference to Children Exposed to Intimate Partner Violence
5	Required Reading	Kemp (2017) Textbook: Chapter 2: Child Physical Abuse Chapter 3: Child Neglect Chapter 4: Psychological Maltreatment
	Activities, Assignments, Assessments:	**ILA.2.Essay** Ecological Model (CLO2) – Apply Bronfenbrenner's ecological model to describe the key factors that increase the risk of child maltreatment and the protective factors that are most critical to improve if we are to effectively address child maltreatment. Apply and cite course material in the development of your thesis. **Q1:** Unit One Quiz – Violence & Nonviolence
6	9.20.2021	**Module 6:** Sexual Abuse of Children
6	Required Reading	Kemp (2017) Textbook: Chapter 5: Child Sexual Abuse Chapter 6: Sexual Offenders 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. Eur Arch Psychiatry Clinical Neuroscience Vol. 256, PP174–186 (Provided on Canvas)
	Activities, Assignments, Assessments:	**MLA.4.Discussion** – Based on the reading and lectures, discuss the effects of childhood maltreatment. Prompt and instructions provided in the module overview. Clearly reference, apply and cite course reading and lectures in your discussion posts. • Initial posts are due by midnight on Thursday, 9.23.2021; • Response posts should continue over the next days, ending Sunday 9/26 at midnight.
7	9.27.2021	**Module 7:** Effects of Child Maltreatment & the Neurobiology of Trauma
7	Required Reading	Boullier & Blair (2018) Adverse Childhood Experiences. Paediatrics and Child Health Vol 28:3. pp. 132-137. Cross, D., Fani, N., Powers, A., & Bradley, B. (2017). Neurobiological Development in the Context of Childhood Trauma. Clinical Psychology: a publication of the Division of Clinical Psychology of the American Psychological Association, 24(2), 111–124. https://doi.org/10.1111/cpsp.12198 Child Welfare Information Gateway (2013) Long Term Consequences of Child Abuse and Neglect. Retrieved February 18, 2016. https://www.childwelfare.gov/pubpdfs/long_term_consequences.pdf. (Links available in Canvas) Perry (2009) Examining Child Maltreatment Through a Neurodevelopmental Lens (Optional)

Week	Date	Topics, Readings, Assignments, Deadlines
	Activities, Assignments, Assessments:	**ILA.3.Essay**: Discuss the consequences and effects of child maltreatment, including the neurobiological and long term effects. Reference, apply, and cite course reading and lectures. See module overview for more information. (CLO3)
8	10.4.2021	**Module 8**: Community Response to Child Maltreatment
8	Required Reading	Kemp (2017) Textbook: Chapter 8: Legal and Ethical Issues in Child Maltreatment Gilbert, R., Kemp, A., Thoburn, J., Sidebotham, P., Radford, L., Glaser, D., & MacMillan, H.L. (2009). Recognising and responding to child maltreatment. The Lancet (British Edition), 373(9658), 167-180. Miller, Keva M, Katharine Cahn, Ben Anderson-Nathe, Angela G Cause, and Ryan Bender. (2013) Individual and Systemic/structural Bias in Child Welfare Decision Making: Implications for Children and Families of Color. Children and Youth Services Review 35(9) pg. 1634-64 Palusci, Vincent J, & Covington, Theresa M. (2014). Child maltreatment deaths in the U.S. National Child Death Review Case Reporting System. Child Abuse & Neglect, 38(1), 25-36. *Additional Reading -- Optional* Lacey, C. (2013). Racial Disparities and the Juvenile Justice System: A Legacy of Trauma. Los Angeles, CA, and Durham, NC: National Center for Child Traumatic Stress. (Link provided in Canvas)
	Activities, Assignments, Assessments:	**MLA.5 Reflection**: Applying reading and class lectures, discuss ethical issues related to social interventions in child maltreatment, particularly as it relates to Child Welfare and the Juvenile Court System. See module overview for more details.
9	10.11.2021	**Module 9:** Youth Violence Youth Violence, Bullying, & Gangs
9	Required Reading	Kemp (2017) Textbook: Chapter 7: Bullying and Sibling Abuse pp. 187-214 O'Brien, K., Daffern, M., Chua, C.M., Thomas, S., (2013) Youth Gang Affiliation, Violence, And Criminal Activities: A Review of Motivational, Risk, And Protective Factors. Aggression and Violent Behavior Vol 18, Issue 4, pp. 417–425. doi.org.libaccess.sjlibrary.org/10.1016/j.avb.2013.05.001. Blum, D. & Jaworski, C. G. (2016) From Suicide and Strain to Mass Murder. Social Science and Public Policy. Vol. 53, pp. 408–413. DOI 10.1007/s12115-016-0035-3 *Additional Reading -- Optional* Ferguson, C., Coulson, M., & Barnett, J. (2011). Psychological Profiles of School Shooters: Positive Directions and One Big Wrong Turn. Journal of Police Crisis Negotiations, 11(2), 141-158.
	Activities, Assignments, Assessments:	**ILA.4.Essay** – How has the response to child maltreatment changed from the early days of Ellen to today? Based on what you are learning, what are ways that individuals, families and communities can respond more effectively? What do you propose is needed? Reference, apply, and cite course material. (CLO2, CLO5)

Week	Date	Topics, Readings, Assignments, Deadlines
		Q2: Unit Two Quiz
10	10.18.2021	**Module 10:** Intimate Partner Violence
10	Required Reading	Kemp (2017) Textbook: Chapter 9: Courtship Violence and Date Rape Kemp (2017) Textbook: Chapter 10: Domestic Violence Winstok, Z. (2016) A new definition of partner violence. Aggression and Violent Behavior. Volume 28, pp. 95-102. Henry, C. (2017). Expanding the Legal Framework for Child Protection: Recognition of and Response to Child Exposure to Domestic Violence in California Law. The Social Service Review (Chicago), 91(2), 203-232.
	Activities, Assignments, Assessments:	**RP.1** Submit an annotated bibliography of sources for your research paper that includes a brief summary of each article and key points that you will use to develop and support your thesis. Include APA citation with key points.
11	10.25.2021	**Module 11:** Response to Violence in Adult Relationships Risk and Danger Assessment in IPV Justice System Response
11	Required Reading	Baird, Stephanie L, Alaggia, Ramona, & Jenney, Angelique. (2019). "Like Opening Up Old Wounds": Conceptualizing Intersectional Trauma Among Survivors of Intimate Partner Violence. Journal of Interpersonal Violence, 00(0), 088626051984878. pg. 1-24. Davies, J. (2011) Advocacy Beyond Leaving Hartley, Renner, & Mackel (2013) Civil Legal Services and Domestic Violence: Missed Service Opportunities. Families in Society: The Journal of Contemporary Social Services, 94(1), 15–22. DOI: 10.1606/1044-3894.4260. Case study: Norman case (Provided) Jordan, M. (2014). Domestic Violence Homicide-Suicide: Expanding Intervention Through Mental Health Law. Harvard Journal of Law & Gender, 37, 545-568 *Additional Reading - Optional* 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) Chapter 8: Variations in Arrest Practice, pp 191-220 and Chapter 11: Civil Courts and the Role of Restraining Orders
	Activities, Assignments, Assessments:	**MLA6 Online Discussion**: Responding to Victim-Survivors of IPV. Reference and apply reading and lecture material to support your ideas.Include the dynamics and risks associated with IPV. • Initial post due Thursday, 10/28; • Response posts through 10/31/21. Discussion closes at 11:59 on Sunday, 10/31. **RP.2** Submit rough draft of research paper for peer-review

Week	Date	Topics, Readings, Assignments, Deadlines
12	11.1.2021	**Module 12:** Abuse in Elder Adults and Sexual Minorities
12	Required Reading	Kemp (2017) Textbook: Chapter 11: Abuse in the Relationships of Sexual Minorities Chapter 12: Abuse of Elderly and the Disabled
	Activities, Assignments, Assessments:	**MLA.7. Reflection** on abuse of the elderly (details provided in Canvas) **Q3:** Unit Three Quiz
13	11.8.2021	**Module 13: Community Violence** Sexual Violence Hate Violence
13	Required Reading	Renzettie, C.M., Edleson, J.L. Bergen, R.K. (2012) Companion Reader on Violence Against Women. Sage, Los Angeles, CA. Campbell, R., Dworkin, E. & Cabral, G. Chapter 1: An Ecological Model of the Impact of Sexual Assault on Women's Mental Health.pp.3-29 (Chapter provided in Canvas) Aosved, A., Long, (2006) Co-occurrence of Rape Myth Acceptance, Sexism, Racism, Homophobia, Ageism, Classism, and Religious Intolerance. pp. 481–492. (Citation Provided) Abuja, H. (2016). The Vicious Cycle of Hate: Systemic Flaws in Hate Crime Documentation in The United States and The Impact On Minority Communities. Cardozo Law Review, 37(5), 1867-1906. ***Optional Reading*** Wright, Z. (2016). Hate Crimes: Clarification from Emotion Theory and Psychological Research. UCLA Journal of Islamic & Near Eastern Law, 15(1), 55-70.
	Activities, Assignments, Assessments:	**RP.3 Final Draft** of Research Paper due 11.14.2021 **RP.4** Recorded Presentation submitted (5-10min) due Friday, 11.19.2021
14	11.15.2021	Module 14: Response to Community Violence
14	Required Reading	Blee, K. (2007). The Microdynamics of Hate Violence. (p. 258-270). Carbado, D. W. (2017). Predatory policing. UMKC Law Review, 85(3), 545. U.S. Department of Justice Hate Crimes Enforcement and Prevention Initiative. 2020. Improving the Identification, Investigation, and Reporting of Hate Crimes. Washington, DC: Office of Community Oriented Policing Services. DOJ Hate Crimes https://www.justice.gov/hatecrimes?utm_medium=email&utm_source=govdelivery
	Activities, Assignments, Assessments:	**ILA.5. Essay**: Define and discuss hate crimes and how they operate in our society. What makes hate crimes unique and what role might our criminal justice system play to ensure safety for all members of our community and greater equality and justice. Clearly reference and apply and cite course reading and lectures. (CLO1, CLO6)

Week	Date	Topics, Readings, Assignments, Deadlines
15	11.22.2021	THANKSGIVING – NO CLASS
15		
16	11.29.2021	**Module 15:** Family & Community Violence Presentations and Discussion
16	Required Reading	Lee, B (2017) Synthesis and Integration. Aggression and Violent Behavior, Vol 35 pp. 91-96.
	Activities, Assignments, Assessments:	**MLA.8.Discussion** of presentations and reading: See module overview for details and the discussion prompt. • Initial post due by Thursday, 12.2.2021 by 11:59PM • Response posts due by Sunday. Discussion closes at 11:59 on Sunday, 12.5.2021 **Q4:** Unit Four quiz
17	12.6.2021	Last Day of Class (Last day of instruction) Review
Final Exam	Thursday, December 9, 2021*	Online, 5:15-7:30PM on Thursday, December 9, 2021

* Students with verifiable and university recognized conflicts must notify the instructor at least two weeks prior to the exam for approval. The make-up examination will be administered on Wednesday, December 15, 2021, 9:00-11:15AM.