San José State University
Justice Studies Department
JS136, Family and Community Violence, Sect. 80, Fall, 2022

Course and Contact Information

Instructor:	Virginia Montelongo, M.S.
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Online Office Hours:	Wednesdays: 12:00p.m. -1:00p.m.
Class Days/Time:	N/A: Fully Online Asynchronous
Classroom: None	Fully Online Asynchronous
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.
GE/SJSU Studies Category:	JS136 has been approved for Area C of Advanced General Education.

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.

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.

Course Description

The course examines abusive relationships, community, and justice system policies associated with intervention and prevention methods. Topics include child abuse and neglect, gangs, hate crimes, sexual violence,

rape (acquaintance rape and marital rape), partner violence, and elder abuse. These issues are viewed from a Justice Studies perspective, and other perspectives such as, mental health professionals, university research, lawmakers, medical personnel, social service professionals, criminal justice workers, child development and the media.

Prerequisite: Completion of core GE, satisfaction of Writing Skills Test and upper division standing. Successful completion of, or co-enrollment in a 100W course is highly recommended.

Learning Outcomes and Course Goals

GE Learning Outcomes (GELO): Required for JS 25, JS 132, JS 136, and JS 171.

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.

GELO 2. Describe historical, social, political, 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 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. (2021) Family and Violence in the United States: Defining, Understanding, and Combating Abuse: 3rd Edition. Thousand Oaks, CA., Sage Publications, Inc. ISBN # 978-1506-394954
2. Reader:Breaking Free "How I Escaped Polygamy, the FLDS Cult and My Father Warren Jeffs." By Rachel Jeffs. ISBN 978-0-06-267052-6

3. 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 the syllabus and under the assigned week in the "Modules" tab.

Recommended Readings (not required).

1. I Love Yous are for White People- A Memoir By Lac Su.

2. The Burning Bed

Documentary:

1. "Every F---king Day of My Life." The 2005 Wendy Maldonado and Family Story (Very graphic)
2. Precious (2009) Very graphic

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 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,
	CM Paper IPV Paper	9/21/2022 10/26/2022		1, 2, 4, 5, 6
Exams	Equally weighted		35%	1 – 6
	Quizzes Final (Cumulative)	See Course Schedule 12/8/2022 5:15pm/7:30pm		 1, 2, 3, 4, 5, 6 1, 2, 3, 4, 5, 6,
Participation	Equally weighted Discussions Assignments	 See course Schedule	30%	1 – 6 1, 4, 5
	On-line Exercises	See course Schedule "Subject to change with fair notice."		 1, 2, 3, 4, 5, 6

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 Policy

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 ™. 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 APA 7th Edition 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 ™ 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 grading rubric (provided).

Both papers require literature review (i.e. library research) and proper APA 7th Edition 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 7th Edition 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 and Brigham Young University and Writing Center 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 a dependency, family, or criminal court.

ASSIGNMENT No. 1: Child Maltreatment (CM)

Full assignment and grading rubric will be provided for both assignments on Canvas ™**.**

ASSIGNMENT No. 2: Intimate Partner Violence (IPV)

The second paper requires researching a special topic or current controversy in family violence. See assignment details available online.

Examinations (35%)

Quizzes

Six online quizzes will be posted on Canvas and must be completed by the designated due date.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. LockDown Browser will be applied to all exams (quizzes and final). 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. **Assignments:** Assignments encourages students to demonstrate their understanding of the subject matter and concepts presented in the modules.
2. **Discussion:** Online, 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 posting deadlines included in the discussion instructions. Initial post deadlines are earlier than discussion reply due dates. This is done to facilitate discussion among students. You also typically will not have access to other posts until you have posted your initial discussion post. Instructions and due dates will be provided with each prompt. Students are responsible for all instructions. Read carefully as soon as the prompt is posted even if you do not plan to complete the work immediately. Students are to practice **Netiquette** while participating in dialogue via discussions with peers to promote a professional and considerate response, while validating the perspectives of our fellow peers. Remember we all learn from each other. *Discussions are to be of your own thoughts and word, discussions that are closely similar to other peer's responses will be deleted with no credit received. Your words and thoughts are validated and encouraged. Please understand plagiarism can removed you from the class.

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

NOTE that University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states that "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

Note that "All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades." See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

Classroom Online 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.

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.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- "Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material."

- "Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent."

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf 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. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.

JS 136/Family and Community Violence, Fall 2022, 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

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/22/2022 Monday 8/24/2022 Wednesday	**Course Overview** Syllabus and Course Overview Introduction to use of Canvas in JS 136 Introduction to Family and Community Violence **Reading:** Hines (2021) Textbook: Chapter 1: Issues in the Definition of Family Violence and Abuse
2	8/29/2022 8/31/2022	**Defining and Understanding Abuse** Hines (2021) Textbook Chapter 2: Cultural Contexts of Family Violence Reader: Breaking Free – (Chapters 1-3) **Children's Exposure to Violence: A Comprehensive National Survey (12 pgs)** **https://www.ojp.gov/library/publications/childrens-exposure-violence-comprehensive-national-survey** **Assignment/Activity**: Quiz (**Q1**) (Chapters 1-2)
3	9/5/2022 9/7/2022	**Child Maltreatment** Hines (2021) Textbook Chapter 3: Child Physical Maltreatment :Types of Child/Maltreatment Abuses Reader: Breaking Free- (Chapters 4-6) **Assignment/Activity:** Assignment: Child Maltreatment Discussion

Week	Date	Topics, Readings, Assignments, Deadlines
4	9/12/2022 9/14/2022	Textbook: Chapter 4: Child Sexual Maltreatment Reader: Breaking Free- (Chapters 7-9) **Reading**: **Edelson J. (2011)** Emerging Responses to Children Exposed to Domestic Violence (Provided on Canvas) **Quiz # 2** (Chapters 3-4)
5	9/19/2022 9/21/2022	Textbook Chapter 5: Child Neglect and Psychological Maltreatment Who is David Rothenberg? Reader: Breaking Free- Chapters 10-12) **Due: 1st Critical Thinking Paper** **Reading**: **Van der Kolk, B., McFarlane, A.C., Weisaeth, L. (2007)** Traumatic Stress: The Effects of Overwhelming Stress on the Mind, Body and Society. Chapter 9: The Complex Adaptation to Trauma (pp. 182-213). The Guilford Press, New York. This article to be substantially used in Paper 1. **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, pp. 174-186) (Provided on Canvas) **Assignment**: Critical Thinking class discussion. Student to obtain a current newspaper or magazine article on Child Maltreatment. Describe the incident and provide your opinion of what lead to the abuse.
6	9/26/2022 9/28/2022	Textbook Chapter 6: Prevention and Intervention in Child Maltreatment Reader: Breaking Free- (Chapters 13- 15) What is a mandated reporter? Emerging Responses to Children Exposed to Domestic Violence https://www.thegreenbook.info/documents/Emerging_Responses.pdf Community Response to Child Abuse and Neglect & Collaboration **Reading:** **Quiz #3** (Chapters 5-6) **Assignment/Activity:**

Week	Date	Topics, Readings, Assignments, Deadlines
		Due:1st Critical Thinking Paper: CM Case Study
7	10/3/2022 10/5/2022	**Intimate Partner Maltreatment** Textbook: Chapter 7: Maltreatment of Women by Male Partners Reader: Breaking Free- (Chapters 16-19) Justice System Response to Partner Abuse Battered Women Who Kill Movie: TBA Assignment: Case study: **State v. Norman Case (1989)** (Provided) "A Woman Scorned" The Betty Broderick Story (1992) Who is Lorena Bobbit?
8	10/10/2022 10/12/2022	**Indigenous People's Day** Textbook Chapter 8: Maltreatment of Men by Female Partners Reader: Breaking Free- (Chapters 20-22) **Assignments/Activity**: TBA **Quiz #4** (Chapters 7-8)
9	10/17/2022 10/19/2022	**Intimate Partner Maltreatment** Textbook Chapter 9: Maltreatment in College Student Relationships Reader: Breaking Free- (Chapters 23-26) Campus Dating Violence/Know Your IX Knowyourix.org/campus-dating-violence/ (Internet) Discussion: YouTube: The Hunting Grounds
10	10/24/2022 10/26/2022	Textbook Chapter 10: Maltreatment in Sexual Minority Relationships Discussion Movie: Rape in the Fields **Due: 2nd Critical Thinking Paper** **Assignments/Activity**: Present Paper via Video **Quiz Q5:** (Chapter 10)

Week	Date	Topics, Readings, Assignments, Deadlines
11	10/31/2022	**Happy Halloween** Textbook Chapter 11: Intervention and Prevention in Intimate Partner Violence
	11/2/2022	Power and Control Wheels Risk and Danger Assessment in IPV Justice System Response Safety Planning with Victims of IPV Article: Assignment **Buzawa, E.S., Buzawa, C.G, & Stark, E. (2012)** Responding to Domestic Violence: The integration of criminal justice and social services. Sage, Los Angeles. Group Activity (Danger Risk/Lethality Assessment) What is the purpose of "Next Door Solution" and the "YWCA?"
12	11/7/2022	**Other Types of Family Maltreatment** Textbook Chapter 12: Maltreatment of Older Adults
	11/9/2022	Article: TBA **Quiz #6** (Chapters 11-12)
13	11/14/2022	Textbook Chapter 13: Maltreatment of Siblings and Parents by Children and Adolescent
	11/16/2022	YouTube: SiblingAbuse (13:58 mins) CC Discussion
14	11/21/2022	HAPPY HOLIDAYS
	11/23/2022	Discussion: TBA Discussion: TBA
15	11/28/2022	**Conclusion** Textbook Chapter 14: Looking Back and Looking Forward.
	11/30/2022	Article to be provided: Critical Thinking discussion on abuse and social responsibility
16	12/05/2022	**Class Review :**Review for Finals
	12/8/2022	**THURSDAY: FINAL** Exam: 5:15 p.m. - 7:30 p.m. ONLINE