

San José State University
Department of Justice Studies
JS 136, Sec 03, Family and Community Violence, Spring 2021

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Office Hours:	Wednesdays 12:00pm-2:45pm via Zoom
Class Days/Time:	Online via Canvas
JS Competency Area:	Area S

Course Description

This course examines abusive relationships and responsive community and justice system policy and preventive interventions. Topics include child abuse, neglect, gang and hate crimes, rape, marital violence and elderly abuse. (*University catalog* (<http://info.sjsu.edu/web-dbggen/splash/catalog.html>))

Justice Studies Reading and Writing Philosophy

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

Course Goals and Student Learning Objectives

Upon successful completion of this course, students will be able to:

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, *satisfied by activity/assignment/experience*:

- Homework Assignment: HW1, HW2
- Discussions: D1, D2, D3, D5, D6, D7, D8

- Quizzes: Q1, Q2, Q3, Q6, Q7, Q9
 - Midterm/Final Exam
2. Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.; aligned with course learning outcome 2, *satisfied by activity/assignment/experience*:
- Homework Assignment: HW1, HW2
 - Discussions: D1, D2, D7, D8, D9
 - Quizzes: Q1, Q2, Q3, Q7
 - Midterm/Final Exam
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, *satisfied by activity/assignment/experience*:
- Homework Assignment: HW1, HW2
 - Discussion: D3, D7
 - Quizzes: Q1, Q2, Q4, Q5, Q7, Q8
 - Midterm/Final Exam
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, *satisfied by activity/assignment/experience*:
- Homework Assignment: HW1, HW2
 - Discussions: D2, D4, D7, D10
 - Quizzes: Q1, Q2, Q7, Q10
 - Midterm/Final Exam

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 (Reflects 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, (Reflects GELO 2)
3. Demonstrate knowledge about the consequences of violence and effects on victims from diverse backgrounds, (Reflects GELO 1)
4. Demonstrate awareness about one's own prejudicial attitudes and behaviors that tolerate and promote abusive relationships, (Reflects 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, (Reflects 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. (Reflects GELO 3)

Required Texts/Readings

Textbook

Gosselin, D. K. (2019). *Heavy hands: Family & Intimate Partner Violence (6th edition)*. Prentice Hall.

Other Readings

Sapphire, (1996) *Push*. New York, NY. Vintage Books, Random House.

Note: Additional readings listed in the Course Schedule will be posted on Canvas or provided a web link in the syllabus.

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Canvas and Technology Requirements

Technology Intensive, Hybrid, and Online Courses

This course is delivered as an asynchronous, fully online course. That is, all instruction takes place online, with no physical in-person, on campus meetings, or activities required.

Students will need a computer and reliable internet access with the capacity to stream YouTube videos and take online exams. Students should not rely on public hotspots, such as internet cafés or coffee shops for delivery of this course, especially for taking online exams. These public locations often do not have adequate bandwidth. If students have weak internet access at home, arrangements should be made to be on campus to take exams. Access to reliable internet is the responsibility of the student.

Students will need to be comfortable with Canvas™, SJSU's learning management system, and all technologies associated with Canvas, such as Respondus Lockdown Browser. All communication and assignment submissions will be through Canvas. Students are encouraged to connect notifications to other technology and email to ensure prompt and consistent access to course materials and updates.

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 processed by Turnitin.com, an integrated component of Canvas. Failure to comply with this could result in late point deductions or a zero if the assignment is not able to be opened and fully processed for originality.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at <http://www.sjsu.edu/advising/faq/index.htm#add>. Information about late drop is available at <http://www.sjsu.edu/aars/policies/latedrops/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

Homework Assignment (20% of final grade, 40 pts.- 20 pts each)

Two written assignments are required during the semester. Each assignment involves library research analysis of assigned topic, integration of information covered in the course culminating in a well-written six to eight (6-8) page paper. All papers must be submitted to Canvas on or before the due date. Late papers will be docked one letter grade for every day it is late. Further details regarding each assignment will be provided in class.

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 online group discussions, exercises analyzing case vignettes, documentary film reviews, class discussions, and an observation in either a dependency, family, or criminal court.

Homework Assignment #1: Child Maltreatment- Students will read the book Sapphire, (1996) *Push*, as the case study for illustrating concepts. New York, NY. Vintage Books, Random House (176 pgs) ISBN: 0-679- 44626-5

Homework Assignment #2: Intimate Partner Violence (IPV)- The second paper requires researching to theories in regards domestic violence. Assignment details to be provided in class.

Exams (55% of final grade: Quizzes 30 pts, midterm 30 pts., final 50 pts.)

Quizzes will be given online via Canvas and with Respondus Lock Down Browser enabled. Quizzes will consist of multiple choice, true/false, and/or short answer questions. You will have approximately 15 minutes to complete each quiz and you may not pause the quiz once you begin. Please be certain you have a reliable internet connection before beginning each quiz. Each quiz will be available at 7:00am on the assigned Wednesday and close at 11:59pm on Friday. Failure to take a quiz during the availability period will result in a score of "0" for that quiz. Make-ups will not be given for quizzes. Quizzes are open note, open book. Please complete the quiz on your own and do not collaborate with other students.

Students should assume that all material covered in the lectures and readings will be covered on the exams unless otherwise indicated. Exams will encompass multiple choice, short answer, and essay questions. Exams must be completed on the dates for which they are listed in the syllabus. Make-up exams will only be given in cases of documented medical emergencies or deaths in the family with written documentation of a legitimate excuse. Make-up exams will be different from the ones taken by the rest of the class and will likely be in essay format. If in the unfortunate event you need to miss an exam, contact the professor immediately.

Daily Discussion Participation (25% of final grade, 50 points)

In order to create a constructive and supportive learning environment, it is expected that class members will participate in online-class discussions, respect varying opinions, avoid degrading or disrespectful language, and understand the multicultural atmosphere of this learning environment. Online discussions should take place within a context of academic inquiry and in the spirit of understanding diverse perspectives and experiences. This is a time to open your minds to new ideas, to explore new concepts, so please take advantage of this opportunity. Respect and professionalism are the guiding principles of this class.

I will post and moderate eleven discussion topics to which you are expected to participate actively by posting multiple high-quality course-related messages. You are expected to actively participate in an intellectual, thoughtful, and respectful manner. I will provide a General Discussion topic, which you may use to start your own discussions on relevant issues (e.g. discussing materials and questions raised in class, posing questions not covered in class, integrating information from the news and current events with topics being discussed in class). You will be expected to participate in the online discussions through both posting questions/comments and responding to questions/comments posted by other students. Because everyone can read postings on the Forum, please do not post private information.

I will post grades as we go along so you can see how you are doing. The main reasons people may lose points are because you either did not respond with high quality post or you did not support your opinion. Additionally, all questions for the entire semester are already posted so there is NO excuse for not getting your responses in on time.

This course will be using the +/- system on final grades based on the following percentages:

Department of Justice Studies Course Grade Determination

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

PLEASE NOTE: As a Justice Studies major, you must earn a C or better in this course. If you receive a C- or lower, you will need to retake this course in order to graduate.

University Policies

“The Office of Graduate and Undergraduate Programs hosts university-wide policy information relevant to all courses.” 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/>” Please be sure to review these university policies and resources. These will be briefly highlighted in the first class.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at <http://www.sjsu.edu/larc>.

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>

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor>.

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Tentative reading assignments are listed below. However due to the length of discussions and other factors beyond my control, this schedule and readings are subject to change. You are expected to complete all readings on the day they are listed and be prepared to discuss them in class.

Week	Date	TOPIC AND ASSIGNMENTS
1	Wed 1/27	Introduction and Course Overview
		Review the "Getting Started" Module in Canvas Post to the "Introduction" Discussion
2	Wed 2/3	Family Violence in a Global Context
		<p>Readings:</p> <ul style="list-style-type: none"> • Widom, C. S. (1989). Does violence beget violence? A critical examination of the literature. <i>Psychological bulletin</i>, 106(1), 3. • Gosselin, Ch. 1 <p>Assignments: Discussion #1 (due 2/3) Quiz #1 (due 2/5)</p>
3	Wed 2/10	History of Violence in the Family
		<p>Readings:</p> <ul style="list-style-type: none"> • <i>Review:</i> "Sobering Stats for Domestic Violence Awareness Month: Despite an increase in media attention, domestic violence still often goes unreported." <i>U.S. News and World Report</i> • Barner, J., & Carney, M. (2011). Interventions for intimate partner violence: A historical review. <i>Journal of Family Violence</i>, 26(3), 235-244. • Gosselin, Ch. 2 <p>Assignments: Quiz #2 (due 2/12)</p>
4	Wed 2/17	Focus on Research and Theory
		<p>Readings:</p> <ul style="list-style-type: none"> • HydeNolan, M. E., & Juliao, T. (2012). Theoretical basis for family violence. <i>Family violence: What health care providers need to know</i>, 5-16. • <i>Review:</i> The Annie E. Casey Foundation. (2016). 2016 Kids Count Data Book. Baltimore, MD. • Gosselin, Ch. 3 <p>Assignments: Discussion #2 (due 2/17) Quiz #3 (due 2/19)</p>

5	Wed 2/24	<p style="text-align: center;">Child Abuse</p> <p>Readings:</p> <ul style="list-style-type: none"> • Straus, M. A. (2005). Children should never, ever, be spanked no matter what the circumstances. In D. R. Loseke, R. J. Gelles & M. M. Cavanaugh (Eds.), <i>Current Controversies about Family Violence</i> (2nd ed., pp. 137-157). Thousand Oak, CA: Sage. • <i>Review:</i> U.S. Department of Health & Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children’s Bureau. (2016). <i>Child maltreatment 2015</i>. • Gosselin, Ch. 4 <p>Assignments: Discussion #3 (due 2/24) Quiz #4 (due 2/26)</p>
6	Wed 3/3	<p style="text-align: center;">Investigating Child Abuse</p> <p>Readings:</p> <ul style="list-style-type: none"> • Duron, J. (2018). Legal decision–making in child sexual abuse investigations: A mixed–methods study of factors that influence prosecution. <i>Child Abuse & Neglect</i>, 79, 302-314. • Price, E., Ahern, E., & Lamb, M. (2016). Rapport-building in investigative interviews of alleged child sexual abuse victims. <i>Applied Cognitive Psychology</i>, 30(5), 743-749. • Gosselin, Ch. 5 <p>Assignments: Discussion #4 (due 3/3) Quiz #5 (due 3/5)</p>
7	Wed 3/10	<p style="text-align: center;">Adolescent Perpetrators</p> <p>Readings:</p> <ul style="list-style-type: none"> • Gosselin, Ch. 6 & 7 • 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. <i>Aggression and Violent Behavior</i>, 18(4), 417–425. • Supplemental/optional: <ul style="list-style-type: none"> ○ Heimer, K., & Coster, S. D. (1999). The gendering of violent delinquency. <i>Criminology</i>, 37(2), 277-318. ○ Agnew, R., Brezina, T., Wright, J. P., & Cullen, F. T. (2002). Strain, personality traits, and delinquency: Extending general strain theory. <i>Criminology</i>, 40(1), 43-72. <p>Assignments: Discussion #5 (due 3/10) Assignment #1 (due 3/10)</p>

8	Wed 3/17	<p style="text-align: center;">Intimate Partner Violence</p> <p>Readings:</p> <ul style="list-style-type: none"> • Korey Lewis. (2015). The road to inequality is paved with good intentions: The effect of language in domestic violence statutes on male victims. <i>UMKC Law Review</i>, 83, 789-1079. • Kimball, E. (2016). Edleson revisited: Reviewing children’s witnessing of domestic violence 15 years later. <i>Journal of Family Violence</i>, 31(5), 625-637. • Gosselin, Ch. 8 <p>Assignments: Discussion #6 (due 3/17) Quiz #6 (due 3/19) Contribute to a study guide discussion forum (<i>optional</i>)</p>
9	Wed 3/24	<p>Midterm ☺</p>
10	Wed 4/7	<p style="text-align: center;">LGBTI Partner Abuse</p> <p>Readings:</p> <ul style="list-style-type: none"> • Rolle, L., Giardina, G., Caldarera, A., Gerino, E., & Brustia, P. (2018). When intimate partner violence meets same sex couples: A review of same sex intimate Partner Violence. <i>Frontiers in Psychology</i>, 9, 1506. • Messing, J., Thomas, K., Ward-Lasher, A., & Brewer, N. (2018). A comparison of intimate partner violence strangulation between same-sex and different-sex couples. <i>Journal of Interpersonal Violence</i>, 886260518757223. • Gosselin, Ch. 9 <p>Assignments: Discussion #7 (due 4/7) Quiz #7 (due 4/9)</p>
11	Wed 4/14	<p style="text-align: center;">Abuse Later in Life</p> <p>Readings:</p> <ul style="list-style-type: none"> • Brandl, B. (2004). Assessing for abuse in later life. National clearinghouse on abuse in later life (NCALL): A project of the Wisconsin coalition against domestic violence. • Jackson, S. (2016). All elder abuse perpetrators are not alike: The heterogeneity of elder abuse perpetrators and implications for intervention. <i>International Journal of Offender Therapy and Comparative Criminology</i>, 60(3), 265-285. • Gosselin, Ch. 10 <p>Assignments: Discussion #8 (due 4/14) Quiz #8 (due 4/16)</p>

12	Wed 4/21	<p style="text-align: center;">Adult Perpetrators</p> <p>Readings:</p> <ul style="list-style-type: none"> • Christensen, M. C., Gill, E., & Pérez, A. (2016). The Ray Rice domestic violence case constructing black masculinity through newspaper reports. <i>Journal of Sport & Social Issues</i>. • Heise, L. (1992). Violence against women: The hidden health burden. <i>World health statistics quarterly. Rapport trimestriel de statistiques mondiales</i>, 46(1), 78-85. • Gosselin, Ch. 11 <p>Assignments: Discussion #9 (due 4/21) Quiz #9 (due 4/23)</p>
13	Wed 4/28	<p style="text-align: center;">Police Response to Intimate Partner Violence</p> <p>Readings:</p> <ul style="list-style-type: none"> • Stewart, C., Langan, D., & Hannem, S. (2013). Victim experiences and perspectives on police verbal violence in domestic settings. <i>Feminist Criminology</i>, 8(4), 269 – 294. • Barnett, O. W. (2000). Why battered women do not leave, part 1 external inhibiting factors within society. <i>Trauma, Violence, & Abuse</i>, 1(4), 343-372. • Hirschel, D. (2008). Domestic violence cases: What research shows about arrest and dual arrest. National Institute of Justice ePub. • Gosselin, Ch. 12 <p>Assignments: Assignment #2</p>
14	Wed 5/5	<p style="text-align: center;">Stalking and Homicide</p> <p>Readings:</p> <ul style="list-style-type: none"> • Smith-Darden, J., Reidy, D., & Kernsmith, P. (2016). Adolescent stalking and risk of violence. <i>Journal of Adolescence</i>, 52, 191-200. • Gosselin, Ch. 13 <p>Assignments: Discussion #10 (based on Week 13) (due 5/5) Quiz #10 (due 5/7)</p>
15	Wed 5/12	<p style="text-align: center;">TBD- See Canvas</p>
Final		Friday- May 21 st from 5:15PM-7:30PM