

San José State University
Department of Justice Studies
JS 136 Family and Community Violence, Section 04, Spring 2021

Course and Contact Information

Instructor:	Dina M. Kameda, M.S., M.A.
Office Location:	MacQuarrie Hall 508 (N/A Spring 2021)
Telephone:	(408) 832-9939 (cell phone – emergency only)
Email:	dina.kameda@sjsu.edu (preferred/best method of contact)
Office Hours:	Mondays and Wednesdays from 1:00 PM to 2:00 PM or by appointment via Zoom (see Canvas course page)
Class Days/Time:	Mondays and Wednesdays, 3:00 PM - 4:15 PM
Classroom:	Online via Zoom (see Canvas course page)
Prerequisites:	Upper division standing; Pre/Co-requisite: Any 100w Note: Must achieve a grade of "C" or better to fulfill Justice Studies major requirements.
GE/SJSU Studies Category:	Area S

Course Format

The mode of instruction for this course is asynchronous and online. Reliable access to a computer and the internet will be required. 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>

Canvas Course Page and E-mail

Copies of course materials will be posted on Canvas. You are responsible for regularly checking your e-mail and Canvas regarding announcements, reminders, and any additional course materials. The majority of course materials, excluding the textbook, will be posted in Adobe PDF format; if you choose to download them, you will need Adobe Reader to view the documents. There is no cost to download Adobe Reader (<http://www.sjsu.edu/ecampus/teaching-tools/adobe/students/index.html>). Some course materials may need to be accessed via the internet (i.e., web sites).

E-mail Policy

Feel free to e-mail the instructor at any time (I check several times per day); however, please adhere to the e-mail guidelines below:

1. 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). The instructor **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.
2. E-mailed inquiries should be relatively short in nature. Students should utilize Zoom office hours to discuss more extensive inquiries. Students will be referred to the course syllabus with respect to questions that are addressed by simply reading the syllabus.

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 elderly abuse. GE Area: S

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

Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.

Note: A grade of "C" or better is required for Justice Studies majors.

Course Content

Recurring themes are social discrimination and oppression on the basis of gender, religious, racial and ethnic background, socioeconomic status, disability, age and sexual orientation. The dynamics of power and control in relationships and the social and historical processes and institutions that legitimize the abuse of power provides the basic framework for the analysis of all violence and abuse in this course. An understanding of how infant and child development is compromised by witnessing abuse and being the objects of abuse provides a complementary developmental understanding to help explain the intergenerational cycle of abusive relationships. An additional theme is civic responsibility. The emphasis is on students beginning to recognize attitudes and beliefs that hinder social action and perpetuate violence and to explore how individuals and groups can work collectively to recognize and respond more effectively to violence in diverse communities.

GE Learning Outcomes

Upon successful completion of this course, students will be able to [GELO1-4]:

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, satisfied by discussion of correlates of family and community violence.
2. Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S, satisfied by discussion of correlates of family and community violence.
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), satisfied by discussion of correlates of family and community violence; and

4. Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S, satisfied by discussion of correlates of family and community violence.

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.
2. Identify how historical, social, psychological, economic and political factors have influenced the recognition of and response to each type of abusive relationship.
3. Demonstrate knowledge about the consequences of violence and effects on victims from diverse backgrounds.
4. Demonstrate awareness about one's own prejudicial attitudes and behaviors that tolerate and promote abusive relationships.
5. Identify ways in which individuals from diverse backgrounds and communities can prevent and intervene in each type of abusive and violent relationship.
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.

Required Texts/Readings

Required Readings

Gosselin, D. K. (2018). *Family and intimate partner violence: Heavy hands* (6th ed.). New York, NY: Pearson Education, Inc.

You have options regarding how to order your textbook and in what format, all options will provide you with instant access to the textbook. Review the links below to make your choice. Please note that you will have assigned reading next week (i.e., the first week of class), specifically, Chapters 2 and 3 of the textbook.

- Pearson (eText): <https://www.pearson.com/store/p/family-and-intimate-partner-violence-heavy-hands/P100000956781/9780134870281>
- VitalSource (PDF format): <https://www.vitalsource.com/products/family-and-intimate-partner-violence-denise-kindschi-gosselin-v9780134870281>
- VitalSource (EPUB format): <https://www.vitalsource.com/products/family-and-intimate-partner-violence-denise-kindschi-gosselin-v9780134870304>

Library Liaison

Nyle.Monday@sjsu.edu

<http://libguides.sjsu.edu/justicestudies>

Use of Camera in Class

You are encouraged (not required) to turn on your camera during class discussion/lecture. However, if you choose not to, I completely understand that privacy of your home life and access to a room for privacy should not be a barrier to your success in this class. Nevertheless, you are required to participate in class discussions. Feel free to contact me if you have questions or concerns regarding this matter.

Zoom Classroom Etiquette

- **Mute Your Microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be Mindful of Background Noise and Distractions:** Find a quiet place to “attend” class, to the greatest extent possible.
 - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
 - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- **Position Your Camera Properly (if using):** Be sure your webcam is in a stable position and focused at eye level.
- **Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- **Use Appropriate Virtual Backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

Recording Zoom Classes

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

Students are not allowed to record without instructor permission.

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.

Course Requirements and Assignments

Out-of-Class Written Assignments

General formatting requirements for written assignments include a cover page, page numbering, 1” margins, strict double-spacing, and Times New Roman 12pt. font. All assignments must be written in formal English, with college-level writing mechanics, and APA-style formatting, inclusive of in-text citations and references. Out-of-class written assignments must be submitted to Canvas unless otherwise noted by the instructor.

Students are 100% responsible for uploading the correct file when submitting an assignment. Failure to upload the correct file will result in a zero for the assignment.

Start Here Module (5%)

Students are required to complete all items listed under the Start Here Module in order to gain access to the remaining modules. Timely completion of the Start Here Module will count toward course participation.

VoiceThread Assignments (30%)

Students will be required to post original comments, and replies to other students' comments, in response to topics posted by the instructor as a VoiceThread assignments. Students will need to register for a free VoiceThread account to participate (<https://voicethread.com/howto/registering-for-a-new-account-2/>). Chosen topics will directly relate to readings. A set time frame will be in place for posting of comments and replies, students will only be able to post during said time frames. To potentially earn full credit (i.e., points) for each posted topic at least **three** substantive posts will be required, **one** original post and a reply to **two** of your peer's posts. Timely completion of VoiceThread assignments will count towards course participation. See course schedule and check canvas. [GELO 1-4]

Module Assessment Quizzes (20%)

For each module, students will be required to pass an assessment quiz by achieving a score of at least 80 percent. Students will have two attempts and the highest score will be kept. Timely completion of module quizzes will count towards course participation. [CLO2, 3, and 5]

Reflection Paper (30%)

Each student will write an 8-10 page reflection paper (not including the cover page or references). Students will choose four family violence and/or community violence topics about which to write (see assignment handout for list). The purpose of the paper is not just to specifically test knowledge, but to also force critical thinking about several topics.

Students are prohibited from submitting work that has been used for previous course, or currently being used for another course. Any attempt to violate this requirement will result in an automatic "F" for the paper, which ultimately will result in failing the course. Such an attempt would constitute a violation of the Academic Integrity policy.

Students will be required to not only analyze and critique existing policies, but propose new or amended policies. The research reviewed must come from high quality justice-related journals, which establish and examine relationships between and among variables, concepts, theories, and policies. Based on the evidence reviewed, policy implications will be drawn.

A handout detailing the expectations, content, formatting, and submission requirements will be provided in a timely manner. Timely completion of Reflection Paper will count toward course participation. [CLO 1, 3-5]

Participation – What constitutes participation for this course? (15%)

In order to participate in an online course, one must: (1) regularly access the Canvas page for the course; (2) pay close attention to the module prerequisites (i.e., what must be accomplished before accessing the next module) and module completion requirements; (3) be very mindful of due dates and times for all time-restricted components of the course; and (4) carefully read the syllabus, fully read all announcements made by the instructor via Canvas, read all directions for course components. Beyond the completion of assigned readings, review of PowerPoints, and participating in class discussions, sufficient time must be spent contemplating the material for the purpose of being prepared to participate in VoiceThread assignments, completing quizzes, and other assignments.

Grading Policy

Assignment	Due Date	Weight
Start Here Module	See schedule	5%

VoiceThreads	See schedule	30%
Module Quizzes	See schedule	20%
Final Project: Reflection Paper	May 21 st	30%
Participation		15%
		100%

Grading Policy and Late Submissions

Written assignments (i.e., Reflection Paper) will primarily be graded on content; however, poor writing mechanics and APA formatting will result in a moderate point deduction. Assistance with APA can be found at: <http://owl.english.purdue.edu/owl/resource/560/01/>

In order to demonstrate comprehension of the course material, one must be able to write in a clear and effective manner. Always carefully proofread your assignments before submitting them. Late submissions will not be accepted unless a valid, documented, and verifiable reason is provided.

A grade of “C” (i.e., at least 73%) is required to pass this course.

Department of Justice Studies Course Grade Determination

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>98 to 100</i>	<i>98 to 100%</i>
<i>A</i>	<i>93 to 97.99</i>	<i>93 to 97.99%</i>
<i>A minus</i>	<i>90 to 92.9</i>	<i>90 to 92.9%</i>
<i>B plus</i>	<i>88 to 89.9</i>	<i>88 to 89.9 %</i>
<i>B</i>	<i>83 to 87.99</i>	<i>83 to 87.99%</i>
<i>B minus</i>	<i>80 to 82.9</i>	<i>80 to 82.9%</i>
<i>C plus</i>	<i>78 to 79.9</i>	<i>78 to 79.9%</i>
<i>C</i>	<i>73 to 77.9</i>	<i>73 to 77.9%</i>
<i>C minus</i>	<i>70 to 72.9</i>	<i>70 to 72.9%</i>
<i>D plus</i>	<i>68 to 69.9</i>	<i>68 to 69.9%</i>
<i>D</i>	<i>63 to 67.9</i>	<i>63 to 67.9%</i>
<i>D minus</i>	<i>60 to 62.9</i>	<i>60 to 62.9%</i>

Department of 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.

University Policies

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

JS 136 Family and Community Violence, Section 04, Spring 2021

The following course schedule is subject to change; advance notice of any changes will be provided via an announcement on Canvas as early as possible.

Table 1 Course Schedule

Week	Date	Agenda/Topics, Readings/Homework, Exams and Deadlines
1	01/27/21	Course introduction Review of syllabus Reading for today: Syllabus, Reflection Paper handout
2	02/01/21	Ch. 2 discussion (Part 1) Reading: Ch. 2 <i>History of Family Violence</i>
2	02/03/21	Ch. 2 discussion (Part 2) Reading: Ch. 2 <i>History of Family Violence</i> Ch. 2 Module Quiz: Open from 02/03 (12:00 AM) through 02/04 (11:59 PM)
3	02/08/21	Ch. 3 discussion (Part 1) Reading: Ch. 3 <i>Focus on Research and Theory</i>
3	02/10/21	Ch. 3 discussion (Part 2) Reading: Ch. 3 <i>Focus on Research and Theory</i> Ch. 3 Module Quiz: Open from 02/10 (12:00 AM) through 02/11 (11:59 PM) VoiceThread #1 (Ch. 2 and 3): Post your response to the prompt by 11:59 PM, 02/11/21 VoiceThread #1 (Ch. 2 and 3): Post a reply to two of your peer's posts by 11:59 PM, 02/12/21
4	02/15/21	Ch. 4 discussion (Part 1) Reading: Ch. 4 <i>Child Abuse</i>
4	02/17/21	Ch. 4 discussion (Part 2) Reading: Ch. 4 <i>Child Abuse</i> Ch. 4 Module Quiz: Open from 02/17 (12:00 AM) through 02/18 (11:59 PM)
5	02/22/21	Ch. 5 discussion (Part 1) Reading: Ch. 5 <i>Investigating Child Abuse</i>

Week	Date	Agenda/Topics, Readings/Homework, Exams and Deadlines
5	02/24/21	Ch. 5 discussion (Part 2) Reading: Ch. 5 <i>Investigating Child Abuse</i> Ch. 5 Module Quiz: Open from 02/24 (12:00 AM) through 02/25 (11:59 PM)
6	03/01/21	Ch. 6 discussion (Part 1) Reading: Ch. 6 <i>Adolescent and Young Adult</i>
6	03/03/21	Ch. 6 discussion (Part 2) Reading: Ch. 6 <i>Adolescent and Young Adult</i> Ch. 6 Module Quiz: Open from 03/03 (12:00 AM) through 03/04 (11:59 PM) VoiceThread #2 (Ch. 4-6): Post your response to the prompt by 11:59 PM, 03/04/21 VoiceThread #2 (Ch. 4-6): Post a reply to two of your peer's posts by 11:59 PM, 03/05/21
7	03/08/21	Ch. 7 discussion (Part 1) Reading: Ch. 7 <i>Adolescent Perpetrators</i>
7	03/10/21	Ch. 7 discussion (Part 2) Reading: Ch. 7 <i>Adolescent Perpetrators</i> Ch. 7 Module Quiz: Open from 03/10 (12:00 AM) through 03/11 (11:59 PM)
8	03/15/21	Ch. 8 discussion (Part 1) Reading: Ch. 8 <i>Intimate Partner Violence</i>
8	03/17/21	Ch. 8 discussion (Part 2) Reading: Ch. 8 <i>Intimate Partner Violence</i> Ch. 8 Module Quiz: Open from 03/17 (12:00 AM) through 03/18 (11:59 PM)
9	03/22/21	Ch. 9 discussion (Part 1) Reading: Ch. 9 <i>LGBTI Partner Abuse</i>
9	03/24/21	Ch. 9 discussion (Part 2) Reading: Ch. 9 <i>LGBTI Partner Abuse</i> Ch. 9 Module Quiz: Open from 03/24 (12:00 AM) through 03/25 (11:59 PM) VoiceThread #3 (Ch. 7-9): Post your response to the prompt by 11:59 PM, 03/25/21 VoiceThread #3 (Ch. 7-9): Post a reply to two of your peer's posts by 11:59 PM, 03/26/21

Week	Date	Agenda/Topics, Readings/Homework, Exams and Deadlines
10	03/29/21	SPRING BREAK – NO CLASS
10	03/31/21	
11	04/05/21	Ch. 10 discussion (Part 1) Reading: Ch. 10 <i>Abuse Later in Life</i>
11	04/07/20	Ch. 10 discussion (Part 2) Reading: Ch. 10 <i>Abuse Later in Life</i> Ch. 10 Module Quiz: Open from 04/07 (12:00 AM) through 04/08 (11:59 PM)
12	04/12/21	Ch. 11 discussion (Part 1) Reading: Ch. 11 <i>Adult Perpetrators</i>
12	04/14/21	Ch. 11 discussion (Part 2) Reading: Ch. 11 <i>Adult Perpetrators</i> Ch. 11 Module Quiz: Open from 04/14 (12:00 AM) through 04/15 (11:59 PM)
13	04/19/21	Ch. 13 discussion (Part 1) Reading: Ch. 13 <i>Stalking and Homicide</i>
13	04/21/21	Ch. 13 discussion (Part 2) Reading: Ch. 13 <i>Stalking and Homicide</i> Ch. 13 Module Quiz: Open from 04/21 (12:00 AM) through 04/22 (11:59 PM) VoiceThread #4 (Ch. 10, 11, and 13): Post your response to the prompt by 11:59 PM, 04/22/21 VoiceThread #4 (Ch. 10, 11, and 13): Post a reply to two of your peer’s posts by 11:59 PM, 04/23/21
14	04/26/21	Ch. 12 discussion (Part 1) Reading: Ch. 12 <i>The Police Response to Intimate Partner Violence</i>
14	04/28/21	Ch. 12 discussion (Part 2) Reading: Ch. 12 <i>The Police Response to Intimate Partner Violence</i> Ch. 12 Module Quiz: Open from 04/28 (12:00 AM) through 04/29 (11:59 PM)

Week	Date	Agenda/Topics, Readings/Homework, Exams and Deadlines
15	05/03/21	Ch. 14 discussion (Part 1) Reading: Ch. 14 <i>The Court Response to Intimate Partner Violence</i>
15	05/05/21	Ch. 14 discussion (Part 2) Reading: Ch. 14 <i>The Court Response to Intimate Partner Violence</i> Ch. 14 Module Quiz: Open from 05/05 (12:00 AM) through 05/06 (11:59 PM)
16	05/10/21	Reflection Paper Check-in Q&A
16	05/12/21	Reflection Paper Check-in Q&A
17	05/17/21	Reflection Paper Check-in Q&A
Final	05/21/21	Final Project: Reflection Paper (Upload to Canvas 12:15 PM – 2:30 PM)