

**San José State University**  
**Department of Justice Studies**  
**JS 136, Family and Community Violence, Fall, 2022**

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<b>Office Hours:</b>	Online via Zoom by appointment. Wednesdays in-person 10:30AM-11:45AM and by appointment
<b>Class Days/Time:</b>	Wednesdays 12:00PM-2:45PM
<b>Classroom:</b>	MQH 520
<b>JS Competency Area:</b>	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-dbgen/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

- Midterm/Final Exam
  - Group Presentations
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
  - 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
  - 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
  - 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 (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)

## Required Texts/Readings

### Textbook

Gosselin, D. K. (2019). *Heavy hands: Family & Intimate Partner Violence (6<sup>th</sup> 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.*

## Canvas and Technology Requirements

You are automatically registered with Canvas as a registered student of the course. Links for students regarding Canvas issues and questions: <http://www.sjsu.edu/at/ec/docs/CanvasStudent%20Login%20Information.pdf> and [http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial\\_New.pdf](http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial_New.pdf). Success in this course requires active participation by logging in multiple times a week for updates, announcements, to complete course assignments, take quizzes, review lectures and participate in discussions. Course material will be made available as needed and as determined by our collaborative determination of the needs of the class. Students are responsible for checking Canvas between classes for announcements and course content posting.

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. Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See [Learn Anywhere](#) website for current Wi-Fi options on campus.

## 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

### Papers (30% of final grade, 30 pts. each)

Two written assignments are required during the session. 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 the Assignment Page in Canvas.

The 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, and documentary film reviews.

ASSIGNMENT No. 1: Child Maltreatment (CM) 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

ASSIGNMENT No. 2: Intimate Partner Violence (IPV) The second paper requires researching two theories and how they may be applied to domestic violence. Assignment details are provided via Canvas.

### Exams (45% of final grade: Midterm 40 pts., Final 50 pts.)

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.

### **Class Participation (15% of final grade, 30 pts.)**

Critical reading, thinking, and writing involve a number of practical skills. These skills must be practiced to be developed and maintained. Students are expected to come to class prepared to discuss and critique the assigned readings. In order to participate, one must be in attendance. Participation includes but is not limited to in-class comments indicating knowledge of the subject matter, asking probing questions, and involvement in class activities *including group presentations, pop-quizzes, and online discussions*. This means that assigned readings must be read and “digested” prior to each class meeting. (SLO5)

Group Presentation (10 of the 20 participation pts): In groups, you will create a 15-20 minute presentation on some aspect of the assigned reading for that week. Your aim is to explore *the wider social context* of the material covered in the readings for that week. All group members will receive approximately the same grade on the presentation, but there may be some variation based on individual contributions and quality of the presentation.

### **Online Discussions (10% of final grade, 20 pts.)**

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 a number of discussion topics to which you are expected to participate actively by posting multiple high quality course-related messages (one original post and two reply posts). 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. Discussions will open one week prior to their due date.

*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.*

The following letter grades will be assigned based on percent of total points. Grades are calculated based upon the scale below:

#### **Department of Justice Studies Course Grade Determination**

<b>Total Points</b>	<b>Grade</b>	<b>Total Points</b>	<b>Grade</b>	<b>Total Points</b>	<b>Grade</b>
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		

## **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/>

## **University Resources for Students**

- [Counseling and Psychological Services \(CAPS\)](#)
- [Peer Connections](#)
- [SJSU Cares](#)
- [Student Technology Resources](#)
- [Writing Center](#)

## JS 136, Family and Community Violence, Fall 2022

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	08/24	<b>Introduction and Course Overview</b>
		Review the “Getting Started” Module in Canvas.
2	08/31	<b>Family Violence in a Global Context</b>
		<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Widom, C. S. (1989). Does violence beget violence? A critical examination of the literature. <i>Psychological bulletin</i>, 106(1), 3.</li> <li>• Gosselin, Ch. 1</li> </ul> <p><b>Assignment due:</b> Group 1 Presentation</p>
3	09/07	<b>History of Violence in the Family</b>
		<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• <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></li> <li>• Barner, J., &amp; Carney, M. (2011). Interventions for intimate partner violence: A historical review. <i>Journal of Family Violence</i>, 26(3), 235-244.</li> <li>• Gosselin, Ch. 2</li> </ul> <p><b>Assignment due:</b> Group 2 Presentation</p>
4	09/14	<b>Focus on Research and Theory</b>
		<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• HydeNolan, M. E., &amp; Juliao, T. (2012). Theoretical basis for family violence. Family violence: What health care providers need to know, 5-16.</li> <li>• <i>Review:</i> The Annie E. Casey Foundation. (2016). 2016 Kids Count Data Book. Baltimore, MD.</li> <li>• Gosselin, Ch. 3</li> </ul> <p><b>Assignment due:</b> Discussion #1 Group 3 Presentation</p>

5	09/21	<p style="text-align: center;"><b>Child Abuse</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Straus, M. A. (2005). Children should never, ever, be spanked no matter what the circumstances. In D. R. Loseke, R. J. Gelles &amp; M. M. Cavanaugh (Eds.), <i>Current Controversies about Family Violence</i> (2nd ed., pp. 137-157). Thousand Oak, CA: Sage.</li> <li>• <i>Review:</i> U.S. Department of Health &amp; Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children’s Bureau. (2016). <i>Child maltreatment 2015</i>.</li> <li>• Gosselin, Ch. 4</li> </ul> <p><b>Assignment due:</b> Group 4 Presentation In-Class Activity 1</p>
6	09/28	<p style="text-align: center;"><b>Investigating Child Abuse</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Duron, J. (2018). Legal decision–making in child sexual abuse investigations: A mixed–methods study of factors that influence prosecution. <i>Child Abuse &amp; Neglect</i>, 79, 302-314.</li> <li>• Price, E., Ahern, E., &amp; Lamb, M. (2016). Rapport-building in investigative interviews of alleged child sexual abuse victims. <i>Applied Cognitive Psychology</i>, 30(5), 743-749.</li> <li>• Gosselin, Ch. 5</li> </ul> <p><b>Assignment due:</b> Discussion #2 Group 5 Presentation</p> <p><b>In-Class Guest Lecturer and Speaker- Investigator Margarita Ramirez, SCC PDO</b></p>
7	10/05	<p style="text-align: center;"><b>Adolescent Perpetrators</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Gosselin, Ch. 6 &amp; 7</li> <li>• 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.</li> <li>• Supplemental/optional: <ul style="list-style-type: none"> <li>○ Heimer, K., &amp; Coster, S. D. (1999). The gendering of violent delinquency. <i>Criminology</i>, 37(2), 277-318.</li> <li>○ Agnew, R., Brezina, T., Wright, J. P., &amp; Cullen, F. T. (2002). Strain, personality traits, and delinquency: Extending general strain theory. <i>Criminology</i>, 40(1), 43-72.</li> </ul> </li> </ul> <p><b>Assignment due:</b> Assignment #1 In-Class Activity 2</p> <p><b>In-Class Guest Speaker: YWCA- College Sexual Assault and Safe Bystander Engagement</b></p>
8	10/12	<p style="text-align: center;"><b>Intimate Partner Violence</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Korey Lewis. (2015). The road to inequality is paved with good intentions: The effect of language in domestic violence statues on male victims. <i>UMKC Law Review</i>, 83, 789-1079.</li> <li>• 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.</li> <li>• Gosselin, Ch. 8</li> </ul>

		<b>Assignment due:</b> Group 6 Presentation
9	10/19	<b>Midterm ☺</b>
10	10/26	<p style="text-align: center;"><b>LGBTI Partner Abuse</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Rolle, L., Giardina, G., Caldarera, A., Gerino, E., &amp; 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.</li> <li>• Messing, J., Thomas, K., Ward-Lasher, A., &amp; Brewer, N. (2018). A comparison of intimate partner violence strangulation between same-sex and different-sex couples. <i>Journal of Interpersonal Violence</i>, 886260518757223.</li> <li>• Gosselin, Ch. 9</li> </ul> <p><b>Assignment due:</b> Discussion #3 Group 7 Presentation</p>
11	11/02	<p style="text-align: center;"><b>Abuse Later in Life</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Gosselin, Ch. 10</li> </ul> <p><b>Assignment due:</b> Group 8 Presentation In-Class Activity 3</p>
12	11/09	<p style="text-align: center;"><b>Adult Perpetrators</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Christensen, M. C., Gill, E., &amp; Pérez, A. (2016). The Ray Rice domestic violence case constructing black masculinity through newspaper reports. <i>Journal of Sport &amp; Social Issues</i>.</li> <li>• 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.</li> <li>• Gosselin, Ch. 11</li> </ul> <p><b>Assignment due:</b> Discussion #4 Group 9 Presentation</p>
13	11/16	<p style="text-align: center;"><b>Police Response to Intimate Partner Violence</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Stewart, C., Langan, D., &amp; Hannem, S. (2013). Victim experiences and perspectives on police verbal violence in domestic settings. <i>Feminist Criminology</i>, 8(4), 269 – 294.</li> <li>• Barnett, O. W. (2000). Why battered women do not leave, part 1 external inhibiting factors within society. <i>Trauma, Violence, &amp; Abuse</i>, 1(4), 343-372.</li> </ul>

		<ul style="list-style-type: none"> <li>• Hirschel, D. (2008). Domestic violence cases: What research shows about arrest and dual arrest. National Institute of Justice ePub.</li> <li>• Gosselin, Ch. 12</li> </ul> <p><b>Assignment due:</b> Assignment #2 Group 10 Presentation</p>
14	11/30	<p style="text-align: center;"><b>Stalking and Homicide</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Smith-Darden, J., Reidy, D., &amp; Kernsmith, P. (2016). Adolescent stalking and risk of violence. <i>Journal of Adolescence</i>, 52, 191-200.</li> <li>• Gosselin, Ch. 13</li> </ul> <p><b>Assignment due:</b> Bring resume to class In-Class Activity 4</p> <p>*In class resume workshop with Jan Hagemann*</p>
Final		<b>Wednesday, December 14<sup>th</sup> 9:45AM-12:00PM</b>