

**San José State University**  
**Department of Justice Studies**  
**JS136, Family and Community Violence, Section 01, Spring, 2022**

**Course and Contact Information**

Instructor:	Maureen Lowell, MA, LMFT
Office Location:	Online only
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Email:	Maureen.lowell@sjsu.edu
Office Hours:	Every week on Thursday, 09:00 AM Pacific Time (US and Canada) January 27-May 16, 2022, Online, via Zoom: <a href="https://sjsu.zoom.us/j/89343727545?pwd=SFcxMU1GQUhHb1pQVkJLWCs1bkxkdz09">https://sjsu.zoom.us/j/89343727545?pwd=SFcxMU1GQUhHb1pQVkJLWCs1bkxkdz09</a> <b>Password:</b> 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: <a href="https://sjsu.instructure.com/courses/1475021">https://sjsu.instructure.com/courses/1475021</a>
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, gangs and hate crimes, rape, marital violence and elder abuse.

*Satisfies SJSU Studies S: Self, Society & Equality in U.S.*

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, but there are weekly modules and learning activities that need to be completed each week.

### **Technology Intensive, Hybrid, and Online Courses**

Students will need a computer and reliable internet access with sufficient bandwidth to stream YouTube videos and take online exams. Use of phones and iPads for course work is not advised as there is not full functionality through these platforms. 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 assignments that are submitted in Canvas.

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 or .docx before final submission. Assignments sent as email attachments are not counted as submitted assignments.

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 (or .doc) format. Failure to comply with this formatting requirement could result in 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 frequently viewed 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](https://sjsu.instructure.com/courses/1475021) at <https://sjsu.instructure.com/courses/1475021>.

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, and 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 and should be read each Monday in preparation and planning for the week.

For help with using Canvas see [Canvas Student Resources page](https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php) at <https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php>.

## **E-mail Policy**

While general class questions and clarifications are best if 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 last name, and a specific description of your inquiry or comment (e.g., JS136, Your Name, and 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 meet (via Zoom or phone).

## **Program Information**

This course is offered through the [Department of Justice Studies](https://www.sjsu.edu/justicestudies/). More information is available at [www.sjsu.edu/justicestudies/](https://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: RJ.2, D.3, D.4, A.1 Research Paper, Select questions on Unit Quizzes and Final*
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: RJ.1, RJ.3, D.5, Research Paper, Select questions on Unit Quizzes and Final*
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 RJ.6, Select questions on Unit Quizzes and Final*
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:RJ.4, RJ.5, D.2, A.2 Final Presentation, Select questions on Unit Quizzes and Final*

### **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)

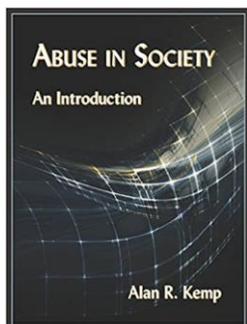
### **Department of Justice Study's Reading and Writing Philosophy**

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.

## 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 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 proctor videos may be used to inspect for misconduct 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](mailto: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. Other course structures will have equivalent workload expectations as described in the syllabus.”

### **Learning Activities, Assessments, and Assignments**

There will be three areas of evaluation used in this course: Learning activities, Assignments, and Assessments.

#### ***Learning Activities (85 points; 35%)***

Learning Activities (LA) are designed to facilitate learning, and integrate and apply course concepts. 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 Learning Activities is to reflect on and discuss and apply the material and to foster connections with other knowledge and experience. It is not an assessment of proficiency; it is a learning activity intended to facilitate integration of information. These are lower stake activities. The scoring rubrics reflect and emphasize the learning *process*, rather than knowledge per se. For instance, one point on LAs is for on-time submission. Another point is based on your clear 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. LAs allow time to give feedback and clarification in the learning process.

Learning Activities include the following:

1. I’m From Reflection = 10 points
  - a. Due Week 3, 2.13.2022
2. Reflection Journal (choose 5 modules during the semester) = 25 points
  - a. All entries due by or before 4.24.2022
  - b. One assignment opened for each entry - prompts provided for each entry in the assignment page
3. Unit discussions (one discussion per unit) = 40 points
4. 5-Minute Writings and other embedded learning exercises (up to 10 points)

A note about discussions and deadlines. 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.

#### ***Assignments (80 points; 35%)***

Assignments are based on outside research. There are two projects this semester: a research paper and a final presentation based on that research. 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. These paper topics will be presented in Week 2. Topics are divided into two options with separate due dates. The family violence

research papers will be due by March 20<sup>th</sup> and the Community Violence topics will be due April 24<sup>th</sup>. This allows students to choose the due date that fits best with their other obligations.

### **A.1 Research Paper**

As we pursue our study of violence in the family and community over the course of the semester, you will conduct your own research on a select topic. The learning objectives for this project align with our course learning outcomes. Namely, in your paper you will discuss the scope of the problem by defining the form of violence you are studying, describing the victims of this form of violence, and providing data that reflect the prevalence of this form of violence in the US (CLO.1/GELO.1). This section may also include risk factors associated with this form of violence.

Next, you will address the effects of this form of violence. What are the long term consequences and impacts of this form of violence in both our families and communities in the US (CLO.3/GELO.1)? This may include educational impacts or intergenerational cycles of violence, or risks for criminal justice system involvement, to name a few.

Additionally, you will address factors that have influenced the recognition of and response to your chosen form of violence from the options provided (CLO.2). You will address questions posed in the assignment, including what has influenced our recognition of this issue as a social problem and how has this awareness informed our response strategies for addressing this form of violence? How is the problem addressed today, legally and socially? This will include legislation introduced and laws passed to criminalize this form of violence as well as social service networks developed to address the problem and its effects. You may also wish to include an historical look at social movements or historical events that brought this issue to light. You may choose to look at psychological research that identified the effects and ways to reduce the impacts on development and mitigate long term consequences. Or you may choose to look at the structural violence that supports this form of violence and ways that advocates have sought to raise awareness and promote greater justice for victims of this form of violence (e.g. women as victims of sexual violence, children as victims of violence, or groups who are targets of racism, antisemitism, or homophobia, etc).

Based on your research, you will produce a 6 to 8-page paper following APA format for academic paper and in-text citations. Detailed instructions for the paper, including topic options, will be provided through Canvas and posted in the Module 3 Overview. This paper will set you up to address the prompt of your final presentation.

### **A.2 Final presentation**

Using the findings from your research and applying concepts learned in the course, you will identify ways in which individuals from diverse backgrounds and communities can prevent and intervene in the type of violence you researched (CLO.5/GELO.4). This will be presented in a slides following APA, including citation, and recorded in an 8-10 minute presentation (mp4 video file required). See the final presentation instructions for details.

#### **A.1 Research paper = 50 pts**

Options:

- A. family violence due 3.20.22
- B. community violence research paper due 4.24.2022

#### **A.2 Final presentation (based on research paper) = 30 pts**

- You will record your presentation to share with the class. (JS Reading and Writing Philosophy)
- All - Due Sunday, 5.1.2022

### *Assessments (200 points; 30%)*

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 if applicable). 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, May 19, 2022** 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, May 25<sup>th</sup> at 9:00AM.

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

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 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 = 85 points
  - a. I'm From Reflection = 10 points
    - i. Due Week 3: 2.13.2022
  - b. Reflection Journal (choose 5 modules during the semester) = 25 points
    - i. All entries due by or before 4.24.2022
    - ii. One assignment opened for each entry - prompts provided for each entry in the assignment page
  - c. Unit discussions (one discussion per unit) = 40 points
  - d. 5-Minute Writings and other embedded learning exercises (up to 10 points)
2. Research Project = 80 points
  - a. Research paper = 50 pts
  - b. Final presentation (based on research paper) = 30 pts
3. Online quizzes/exam include ~ 225 pts
  - a. **Q.1** Orientation Quiz = 10 pts
  - b. **Q.2** Writing Quiz = 10 pts
  - c. **Q.3-Q.6** Unit quizzes = 120 pts
  - d. Final Exam (scheduled, time specific during finals week) = 85 pts

**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](http://www.sjsu.edu/writingcenter/) 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:

<i>A plus</i>	<i>96 to 100 percent</i>
<i>A</i>	<i>93 to 95 percent</i>
<i>A minus</i>	<i>90 to 92 percent</i>
<i>B plus</i>	<i>86 to 89 percent</i>
<i>B</i>	<i>83 to 85 percent</i>
<i>B minus</i>	<i>80 to 82 percent</i>
<i>C plus</i>	<i>76 to 79 percent</i>
<i>C</i>	<i>73 to 75 percent</i>
<i>C minus</i>	<i>70 to 72 percent</i>
<i>D plus</i>	<i>66 to 69 percent</i>

<i>D</i>	<i>63 to 65 percent</i>
<i>D minus</i>	<i>60 to 62 percent</i>

### **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 the WST Directed Self Placement 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, online course. Success in asynchronous classes requires self-discipline and initiative. It involves thoughtful organization and planning. You are expected to complete module exercises, reading, and learning activities each week and track longer term due dates and deadlines.

Asynchronous courses require students to reach out for help as needed. You are not alone; help and support are available, but you need to let me know. There is a weekly collaboration café where you can post questions as they arise and get clarification on anything that is not clear in the module. The Collaboration Café allows all of

us to learn together from the questions people have. Asking other students often creates more confusion and misinformation. If things are not clear, please ask for clarification.

Because there are no in-person meetings, asynchronous courses are easy to put-off; they are easy to let slide. Students who struggle, fall behind early. Don't let this happen to you. Here are some pro-tips for success.

1. Keep in mind that a new module is released each Monday and learning activities are due each week by or before Sunday. Weeks with discussions require an initial post by Thursday of that week.
2. Read the module overview page each Monday. The Module Overview page is the start to each new module. Due dates are included in the overview page and in assignments.
3. After reading the overview page for that week's module, if you have any questions about what is required for the week or when things are due, ask. Post a question in the Collaboration Café or send me an email in Canvas. Either way, be sure to let me know if things feel unclear and let's get them clarified for you and others.
4. Schedule the time you need to complete the activities for that week.
5. Include in your week's schedule the time and place you will complete the work. If this can be the same place and time from week-to-week, even better.
6. Stay on top of deadlines both for the week and for any long term due dates. See the Course Schedule at the end of this document to plan your semester.
7. And, did I mention, if you have questions, ASK. I am here for you.

### **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 gauge 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](mailto: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.

## 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.

# JS136-01 / Hate & Violence in the Family & Community, Spring 2022

## Course Schedule

The following is a schedule 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 the weekly module overview of any changes.

The due date for the research paper and presentation will 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 previously, the final is time-specific. Please plan accordingly. Work and childcare arrangements should be made in advance.

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Wednesday 1.26.2022	<b>Module 1: Introductions &amp; Course Overview</b> Including introduction to navigating this online, asynchronous course
1	Required Reading	<b>Course Syllabus</b>  <b>Articles:</b> Rutherford, A., Zwi, A., Grove, N., & Butchart, A. (2007). Violence: A glossary. <i>Journal of Epidemiology and Community Health</i> , 61(8), 676-80.  <a href="#">Social and Economic Costs of Violence</a> : Workshop Summary At <a href="https://www.ncbi.nlm.nih.gov/books/NBK190004/#sec_0047">https://www.ncbi.nlm.nih.gov/books/NBK190004/#sec_0047</a> . 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. <i>Aggression and Violent Behavior</i> , 25, 199-203.
	Activities, Assignments, Assessments:	<b>D1</b> Introductions through online Discussion: Post personal introduction in discussion provided in Module 1. Follow prompt.  <b>Q1</b> Orientation Quiz – Respondus Lockdown Browser and Course Navigation  <b>Help Forum:</b> Post any questions about the syllabus of course expectations in the Help Forum Discussion.
	Weeks 2-4	<b>UNIT ONE: Framing Violence &amp; Nonviolence</b>
2	1.31.2022	<b>Module 2: Introduction to Violence</b>
2	Required Reading	Refer to reading from Week 1  Kemp (2017) Textbook: Chapter 1: The Abuse Landscape (pp. 3-38)

Week	Date	Topics, Readings, Assignments, Deadlines
		Lee, B. X. (2016). Causes and cures VII: Structural violence. <i>Aggression and Violent Behavior</i> , 28, 109-114.
	Activities, Assignments, Assessments:	<p><b>A.1</b> Research Paper &amp; Final Presentation Assignment Introduced (Choice)</p> <ol style="list-style-type: none"> <li>1. Family Violence Option due 3.20.2022</li> <li>2. Community Violence Option due 4.24.2022 (Week</li> </ol> <p>See assignment for detailed instructions and the Research Paper Guide Module for suggested timeline</p> <p>Reflection Journal Introduced</p> <ul style="list-style-type: none"> <li>• Complete five entries over the semester; deadlines for entries begin 4.3.2022; final submissions due by May 1<sup>st</sup>. You are encouraged to space these entries out over the semester. Consider doing one entry per unit. Suggested reflection questions will be available in the modules.</li> <li>• Each entry is based on a unique prompt, which reflect the course learning outcomes. See details in each RJ assignment.</li> </ul> <p><b>D.2</b> Unit One Discussion Opened; initial posts encouraged over unit modules (deadline Thursday, 2.17.22); response posts encouraged throughout the unit, due by Sunday, 2.20.22)</p>
3	2.7.2022	<b>Module 3: Ecology of Violence, Prevention, &amp; Intervention</b>
3	Required Reading	<p>Mikton, Christopher R, Butchart, Alexander, Dahlberg, Linda L, &amp; Krug, Etienne G. (2016). Global Status Report on Violence Prevention 2014. <i>American Journal of Preventive Medicine</i>, 50(5), 652-659.</p> <p>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.</p> <p>WHO (2009) Violence Prevention – the Evidence: Changing cultural and social norms that support violence. <a href="https://www.who.int/violence_injury_prevention/violence/norms.pdf">https://www.who.int/violence_injury_prevention/violence/norms.pdf</a></p>
	Activities, Assignments, Assessments:	<p><b>RJ.1:</b> First reflection journal entry: “I’m From” Poem (Applied ecological model) due 2.13.2022 See prompt in the module overview. (CLO2)</p> <p><b>RJ.2-RJ.6:</b> All Reflection Journal Entry Assignments open in Canvas. Choose which modules you wish to submit entries as you go.</p>
4	2.14.2022	<b>Module 4: Exploring Violence &amp; Nonviolence/Risk and Protective Factors</b>

Week	Date	Topics, Readings, Assignments, Deadlines
4	Required Reading	Lee, B. (2017). Causes and cures XIV: Nonviolence approaches. <i>Aggression and Violent Behavior</i> , 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. <i>Psychology, Health &amp; Medicine</i> , Volume 22 (1). pgs. 122-134. <a href="https://doi.org/10.1080/13548506.2016.1271954">https://doi.org/10.1080/13548506.2016.1271954</a>  Begin Kemp (2017) Textbook: Chapter 2: Child Physical Abuse
	Activities, Assignments, Assessments:	<b>D.2</b> Unit One Discussion: Initial post due by Thursday, 2.17.22; response posts due by Sunday, 5.20.22  <b>Q.2</b> Unit One Quiz
	Weeks 5-9	<b>UNIT TWO: Violence against Children &amp; Youth</b>
5	2.21.2022	<b>Module 5: Overview of Child Maltreatment and Abuse</b> Also covered: Physical Abuse, Neglect, and Psychological Maltreatment 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:	<b>D.3</b> Unit Two Discussion Opened Initial post <u>due by Sunday, 3.20.22</u> ; response posts due by <u>Friday, 3.25.2022</u> (this discussion accommodates Spring break. <i>Note</i> unique deadlines)  <b>Q.3</b> Plagiarism & Writing Quiz due 2.27.2022
6	2.28.2022	<b>Module 6: Sexual Abuse of Children</b>
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. <i>Eur Arch Psychiatry Clinical Neuroscience</i> Vol. 256, PP174–186 (Provided on Canvas)
	Activities, Assignments, Assessments:	Consider using this module as one of your reflection entries.
7	3.7.2022	<b>Module 7: Effects of Child Maltreatment &amp; the Neurobiology of Trauma</b>
7	Required Reading	Boullier & Blair (2018) Adverse Childhood Experiences. <i>Paediatrics and Child Health</i> Vol 28:3. pp. 132-137.  Cross, D., Fani, N., Powers, A., & Bradley, B. (2017). Neurobiological Development in the Context of Childhood Trauma. <i>Clinical Psychology: a</i>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>publication of the Division of Clinical Psychology of the American Psychological Association, 24(2), 111–124. <a href="https://doi.org/10.1111/cpsp.12198">https://doi.org/10.1111/cpsp.12198</a></p> <p>Child Welfare Information Gateway (2013) Long Term Consequences of Child Abuse and Neglect. Retrieved February 18, 2016.</p> <p><a href="https://www.childwelfare.gov/pubpdfs/long_term_consequences.pdf">https://www.childwelfare.gov/pubpdfs/long_term_consequences.pdf</a>. (Links available in Canvas)</p> <p>Perry (2009) Examining Child Maltreatment Through a Neurodevelopmental Lens (Optional)</p>
	Activities, Assignments, Assessments:	This is a good week to participate in the Unit Discussion. See prompt in <b>D.3</b> .
8	3.14.2022	<b>Module 8:</b> Community Response to Child Maltreatment
8	Required Reading	<p>Kemp (2017) Textbook: Chapter 8: Legal and Ethical Issues in Child Maltreatment</p> <p>Gilbert, R., Kemp, A., Thoburn, J., Sidebotham, P., Radford, L., Glaser, D., &amp; MacMillan, H.L. (2009). Recognising and responding to child maltreatment. <i>The Lancet (British Edition)</i>, 373(9658), 167-180.</p> <p>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. <i>Children and Youth Services Review</i> 35(9) pg. 1634-1642</p> <p><i>Additional Reading -- Optional</i></p> <p>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)</p> <p>Palusci, Vincent J, &amp; Covington, Theresa M. (2014). Child maltreatment deaths in the U.S. National Child Death Review Case Reporting System. <i>Child Abuse &amp; Neglect</i>, 38(1), 25-36.</p>
	Activities, Assignments, Assessments:	<p><b>D.3</b> Unit Two Discussion: Initial post due by Sunday, 3.20.22; response posts due by <u>Friday, 3.25.2022</u> (this discussion accommodates Spring break. <i>Note</i> unique deadlines)</p> <p><b>A.1</b> Research Paper: Family Violence due Sunday, March 20, 2022</p>
9	3.21.2022	<b>Module 9:</b> Youth Violence Youth Violence, Bullying, & Gangs
9	Required Reading	<p>Kemp (2017) Textbook: Chapter 7: Bullying and Sibling Abuse pp. 187-214</p> <p>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> Vol 18, Issue 4, pp. 417–425. <a href="https://doi.org/10.1016/j.avb.2013.05.001">doi.org/10.1016/j.avb.2013.05.001</a>.</p> <p>Blum, D. &amp; Jaworski, C. G. (2016) From Suicide and Strain to Mass Murder. <i>Social Science and Public Policy</i>. Vol. 53, pp. 408–413. DOI 10.1007/s12115-016-0035-3</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><i>Additional Reading -- Optional</i></p> <p>Ferguson, C., Coulson, M., &amp; Barnett, J. (2011). Psychological Profiles of School Shooters: Positive Directions and One Big Wrong Turn. <i>Journal of Police Crisis Negotiations</i>, 11(2), 141-158.</p>
	Activities, Assignments, Assessments:	<p><b>Q.4</b> Unit Two Quiz due this week. This quiz will remain open through Spring Break and will close, Sunday, 4.3.2022. I encourage you to not wait; it would be easy to miss this deadline.</p> <p><b>D.3</b> Response posts due <u>by Friday, 3.25.2022</u></p>
10	3.28.2022	<b>SPRING BREAK</b>
	Weeks 11-13	<b>UNIT THREE: Violence against Adults in Relationship</b>
11	4.4.2022	<b>Module 10:</b> Intimate Partner Violence
11	Required Reading	<p>Kemp (2017) Textbook: Chapter 9: Courtship Violence and Date Rape</p> <p>Kemp (2017) Textbook: Chapter 10: Domestic Violence</p> <p>Henry, C. (2017). Expanding the Legal Framework for Child Protection: Recognition of and Response to Child Exposure to Domestic Violence in California Law. <i>The Social Service Review</i> (Chicago), 91(2), 203-232.</p> <p><i>Optional Reading-Not Required</i></p> <p>Winstok, Z. (2016) A new definition of partner violence. <i>Aggression and Violent Behavior</i>. Volume 28, pp. 95-102.</p>
	Activities, Assignments, Assessments:	<p><b>D.4</b> Unit Three Discussion Opened</p> <p>Initial posts encouraged over unit modules (deadline Thursday, 5.5.22); response posts encouraged throughout the unit, due by Sunday, 5.8.22; note that this deadline is the same as the final paper for community violence topic)</p>
12	4.11.2022	<p><b>Module 11:</b> Response to Violence in Adult Relationships</p> <p>Risk and Danger Assessment in IPV</p> <p>Justice System Response</p>
12	Required Reading	<p>Baird, Stephanie L, Alaggia, Ramona, &amp; Jenney, Angelique. (2019). "Like Opening Up Old Wounds": Conceptualizing Intersectional Trauma Among Survivors of Intimate Partner Violence. <i>Journal of Interpersonal Violence</i>, 00(0), 088626051984878. pg. 1-24.</p> <p>Davies, J. (2011) <i>Advocacy Beyond Leaving</i></p> <p>Hartley, Renner, &amp; Mackel (2013) Civil Legal Services and Domestic Violence: Missed Service Opportunities. <i>Families in Society: The Journal of Contemporary Social Services</i>, 94(1), 15–22. DOI: 10.1606/1044-3894.4260.</p> <p>Case study: Norman case (Provided)</p> <p><i>Additional Reading - Optional</i></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Buzawa, E.S., Buzawa, C.G. &amp; 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</p> <p>Jordan, M. (2014). Domestic Violence Homicide-Suicide: Expanding Intervention Through Mental Health Law. Harvard Journal of Law &amp; Gender, 37, 545-568</p>
	Activities, Assignments, Assessments:	<b>RJ</b> Consider submitting a reflection journal entry this week. See Reflection Journal assignment for options.
13	4.18.2022	<b>Module 12: Abuse in Elder Adults and Sexual Minorities</b>
13	Required Reading	<p>Kemp (2017) Textbook: Chapter 11: Abuse in the Relationships of Sexual Minorities Chapter 12: Abuse of Elderly and the Disabled</p>
	Activities, Assignments, Assessments:	<p><b>A.1</b> Community Violence Research Papers due 4.24.2022</p> <p><b>D.4</b> Unit Three Discussion: Initial posts due by Thursday, 4.21.22; Response posts due by Sunday, 4.24.22</p> <p><b>Q.5</b> Unit Three Quiz, due by Sunday, 4.24.2022</p>
	Weeks 14-15	<b>UNIT FOUR: Collective Violence</b>
14	4.25.2022	<p><b>Module 13: Community Violence</b> Sexual Violence Hate Violence</p>
14	Required Reading	<p>Aosved, A., Long, (2006) Co-occurrence of Rape Myth Acceptance, Sexism, Racism, Homophobia, Ageism, Classism, and Religious Intolerance. pp. 481–492. (Citation Provided)</p> <p>Campbell, R., Dworkin, E. &amp; 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)</p> <p>Carbado, D. W. (2017). Predatory policing. UMKC Law Review, 85(3), 545.</p> <p><b>Optional Reading</b></p> <p>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.</p> <p>Wright, Z. (2016). Hate Crimes: Clarification from Emotion Theory and Psychological Research. UCLA Journal of Islamic &amp; Near Eastern Law, 15(1), 55-70.</p>
	Activities, Assignments, Assessments:	<p><b>A.2</b> Final presentation (based on research paper and applied course material) Due by or before <b>Sunday, 5.1.2022</b></p> <p><b>D.5</b> Unit Four Discussion Opened</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Initial posts encouraged over unit modules (deadline Thursday, 5.5.22); response posts encouraged throughout the unit, due by Sunday, 5.8.22
15	5.2.2022	Module 14: Response to Community Violence
15	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 <a href="https://www.justice.gov/hatecrimes?utm_medium=email&amp;utm_source=govdelivery">https://www.justice.gov/hatecrimes?utm_medium=email&amp;utm_source=govdelivery</a>
	Activities, Assignments, Assessments:	<b>D.5</b> Unit Four Discussion: Initial posts due by Thursday, 5.5.22; Response posts due by Sunday, 5.8.22 <b>Q.6</b> Unit Four Quiz
	Final Unit	<b>Unit Five: Wrapping up with Visions for Change</b>
16	5.9.2022	<b>Module 15:</b> 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:	<b>D.6</b> Student Presentation discussion = 10 points <ul style="list-style-type: none"> <li>• Initial Post due by Thursday, 5.12.2022</li> <li>• Response posts due 5.15.2022</li> </ul>
17	5.16.2022	Last Day of Class (Last day of instruction): Optional Review Session
Final Exam	Thursday, May 19, 2022*	Online, time-specific final exam (cumulative) 5:15-7:30PM on Thursday, May 19, 2022

\* Students with verifiable and university recognized conflicts must notify the instructor at least two weeks prior to the exam to request permission to take make-up exam. The make-up examination will be administered on Wednesday, May 25, 2022, 9:00-11:15AM.