

**San José State University**  
**Department of Justice Studies**  
**JS 136 Family and Community Violence, Section 01, Summer 2022**

**Course and Contact Information**

<b>Instructor:</b>	Dina M. Kameda, M.S., M.A.
<b>Office Location:</b>	See Office Hours
<b>Telephone:</b>	(408) 832-9939 (cell phone – emergency only)
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<b>Office Hours:</b>	Zoom: Tuesdays 1:00 PM – 2:00 PM or by appointment (See Canvas course page for link)
<b>Class Days/Time:</b>	N/A (asynchronous)
<b>Prerequisites:</b>	Upper division standing; Pre/Co-requisite: Any 100w Note: Must achieve a grade of "C" or better to fulfill Justice Studies major requirements.

**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 make an appointment to meet with me 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* (6<sup>th</sup> 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. You may order through the Spartan Bookstore or via the links below. Please note that you will have assigned reading the first week of class, specifically, Chapters 2 and 3 of the textbook.

- Spartan Bookstore: <https://sjsu.bncollege.com/course-material/course-finder>
- 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>
- Amazon (eTextbook rental):  
[https://www.amazon.com/dp/B07R8DGFYG/ref=cm\\_sw\\_em\\_r\\_mt\\_dp\\_F7Z7QD045VMF2KWHJ61T](https://www.amazon.com/dp/B07R8DGFYG/ref=cm_sw_em_r_mt_dp_F7Z7QD045VMF2KWHJ61T)

## Library Liaison

[Nyle.Monday@sjsu.edu](mailto:Nyle.Monday@sjsu.edu)

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

## 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 (10%)

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 (25%)

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. Full credit (i.e., points) for each posted topic will require at least **(3)** substantive posts: **one original post and two replies to 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 (25%)**

For each chapter, 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 (25%)**

Each student will write an 8 to 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. 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 writing on topics that have been used for a 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 is available on the Canvas course page. 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 viewing of video lectures, sufficient time must be spent contemplating the material for the purpose of being prepared to participate in VoiceThread assignments and complete other assignments.

### **Grading Policy**

<b>Assignment</b>	<b>Due Date</b>	<b>Weight</b>
Start Here Module	See schedule	10%
VoiceThreads #1-4	See schedule	25%
Chapter Quizzes	See schedule	25%
Final Project: Reflection Paper	August 5 <sup>th</sup>	25%
Participation		15%
		<hr/>
		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 01, Summer 2022

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	07/05/22 through 07/09/22	<p>Complete all items under the <i>Start Here Module</i></p> <p>Complete all items under <i>Module One</i>: Chapter 2 History of Family Violence; Chapter 3 Focus on Research and Theory</p> <p><b>Introductory Forum</b>: Due by 11:59 PM, <b>Wednesday July 6<sup>th</sup></b></p> <p><b>Orientation Quiz</b>: Due by 11:59 PM, <b>Wednesday July 6<sup>th</sup></b></p> <p><b>VoiceThread #1</b>: Initial posts due by 11:59 PM, <b>Friday July 8<sup>th</sup></b>; Replies due by 11:59 PM, <b>Saturday July 9<sup>th</sup></b></p> <p><b>Chapter 2 Quiz</b>: Due by 11:59 PM, <b>Saturday July 9<sup>th</sup></b></p> <p><b>Chapter 3 Quiz</b>: Due by 11:59 PM, <b>Saturday July 9<sup>th</sup></b></p>
2	07/11/22 through 07/15/22	<p>Complete all items under <i>Module Two</i>: Chapter 4 Child Abuse; Chapter 5 Investigating Child Abuse; and Chapter 6 Adolescent and Young Adult Victimization</p> <p><b>VoiceThread #2</b>: Initial posts due by 11:59 PM, <b>Wednesday July 13<sup>th</sup></b>; Replies due by 11:59 PM, <b>Friday July 15<sup>th</sup></b></p> <p><b>Chapter 4 Quiz</b>: Due by 11:59 PM, <b>Friday July 15<sup>th</sup></b></p> <p><b>Chapter 5 Quiz</b>: Due by 11:59 PM, <b>Friday July 15<sup>th</sup></b></p> <p><b>Chapter 6 Quiz</b>: Due by 11:59 PM, <b>Friday July 15<sup>th</sup></b></p>
3	07/18/22 through 07/22/22	<p>Complete all items under <i>Module Three</i>: Chapter 7 Adolescent Perpetrators; Chapter 8 Intimate Partner Violence; and Chapter 9 LGBTI Partner Abuse</p> <p><b>VoiceThread #3</b>: Initial posts due by 11:59 PM, <b>Wednesday July 20<sup>th</sup></b>; Replies due by 11:59 PM, <b>Friday July 22<sup>nd</sup></b></p> <p><b>Chapter 7 Quiz</b>: Due by 11:59 PM, <b>Friday July 22<sup>nd</sup></b></p> <p><b>Chapter 8 Quiz</b>: Due by 11:59 PM, <b>Friday July 22<sup>nd</sup></b></p> <p><b>Chapter 9 Quiz</b>: Due by 11:59 PM, <b>Friday July 22<sup>nd</sup></b></p>
4	07/25/22 through 07/29/22	<p>Complete all items under <i>Module Four</i>: Chapter 10 Abuse Later in Life; Chapter 11 Adult Perpetrators; and Chapter 13 Stalking and Homicide</p> <p><b>VoiceThread #4</b>: Initial posts due by 11:59 PM, <b>Wednesday July 27<sup>th</sup></b>; Replies due by 11:59 PM, <b>Friday July 29<sup>th</sup></b></p> <p><b>Chapter 10 Quiz</b>: Due by 11:59 PM, <b>Friday July 29<sup>th</sup></b></p> <p><b>Chapter 11 Quiz</b>: Due by 11:59 PM, <b>Friday July 29<sup>th</sup></b></p> <p><b>Chapter 13 Quiz</b>: Due by 11:59 PM, <b>Friday July 29<sup>th</sup></b></p>

Week	Date	Agenda/Topics, Readings/Homework, Exams and Deadlines
5	08/01/22 through 08/05/22	Complete all items under <b><i>Module Five</i></b> : Chapter 12 The Police Response to Intimate Partner Violence; and Chapter 14 The Court Response to Intimate Partner Violence <b><i>Chapter 12 Quiz</i></b> : Due by 11:59 PM, <b>Thursday August 4<sup>th</sup></b> <b><i>Chapter 14 Quiz</i></b> : Due by 11:59 PM, <b>Thursday August 4<sup>th</sup></b> <b><i>Reflection Paper</i></b> : Due by 11:59 PM, <b>Friday August 5<sup>th</sup></b>