

**San José State University**  
**Department Justice Studies**  
**JS136, Hate & Violence in the Family & Community, 80, Fall, 2019**

**Course and Contact Information**

Instructor:	Maureen Lowell, MA
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Office Hours:	Online only: Tuesday, 9:00-10:00 via Zoom, or by appointment
Class Days/Time:	Online, asynchronous (create your own schedule)
Classroom:	Online <a href="https://sjsu.instructure.com/courses/1309690">Course</a> at <a href="https://sjsu.instructure.com/courses/1309690">https://sjsu.instructure.com/courses/1309690</a>
Prerequisites:	Students must have passed the Writing Skills Test (WST), have upper division standing (56 units), and have completed their CORE GE classes. Students are encouraged to have completed or be co-enrolled in 100W.
GE/SJSU Studies Category:	Area S

**Course Format**

**Technology**

This course is delivered as an asynchronous, fully online course. That is, all instruction takes place online, with no physical in-person or on-campus meetings or activities required. Students will need a computer and reliable internet access with the bandwidth to stream YouTube videos and take online exams. Students should not rely on public hotspots, such as internet cafés or coffee shops for delivery of this course, especially for taking online exams and quizzes. These public locations often do not have adequate bandwidth. If students have weak internet access at home, arrangements should be made to be on campus to take exams. Access to reliable internet is the responsibility of the student.

Students will also need working speakers; this often requires a headset or headphones. Trouble hearing lectures to-date have all been resolved by the student changing computers or headsets. Headphones that come with smartphones are often, but not always, sufficient.

Students will need to be comfortable with Canvas™, SJSU's learning management system, and all technologies associated with Canvas. All assignment submissions must be submitted in Canvas in the appropriate assignment. Assignments sent as email attachments are not counted as submitted. All communication is sent through Canvas either as announcements or emails. Students are responsible to staying up-to-date with class communication. Students are encouraged to set Canvas notifications to send notices to other technology and email to ensure prompt and consistent access to course announcements, materials, and syllabus updates.

Canvas uses Turnitin.com for originality reports. All student assignments are run through this system to ensure originality of work. To ensure processing, students are required to submit assignments as Word documents(.docx). Other formats are not able to be 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 format. Failure to comply with this formatting requirement could result in late point deductions or a zero if the assignment is not able to be opened and fully processed for originality.

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).

### **Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course](http://sjsu.instructure.com) login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through Canvas. This [course](https://sjsu.instructure.com/courses/1309690) can be found at <https://sjsu.instructure.com/courses/1309690>.

Each week an 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. This overview provides a step-by-step process for successful completion of that module. The overview also includes any changes to the syllabus, including reading, due dates, or activities. Students are expected to stay current with all course material and activities. Following due dates alone is not sufficient to stay current or to reliably meet course expectations. Due dates are helpful reminders but are not sufficient for learning.

### **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) can be found at <http://info.sjsu.edu/web-dbgen/splash/catalog.html>)

Family and Community Violence examines abusive relationships and responsive community and justice system policy and preventive interventions. Topics include child abuse, neglect, youth violence and bullying, hate crimes, sexual violence, marital violence and elder abuse.

The course is divided into five sections that cover violence across the life span of individuals in diverse socioeconomic, ethnic and racial communities, including:

- Infant and child neglect and psychological maltreatment, physical and sexual abuse
- Youth and neighborhood gang violence and
- Intimate partner violence, including dating and marital abuse and physical and sexual violence;
- Abuse of the elderly in the family and care institutions;
- Community violence including stalking, sexual violence and hate crimes motivated by religious, racial and sexual orientation discrimination and prejudice.

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 abuse 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 witnessing abuse and being the objects of abuse provides a developmental perspective to help explain the intergenerational cycle of abusive relationships. An additional cross-cutting theme is civic responsibility. A key objective of this course is to help students begin to recognize attitudes and beliefs that hinder social action and perpetuate violence and to foster exploration of how individuals and groups can work collectively to recognize and respond more effectively to violence in diverse communities.

## 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, *satisfied by activity/assignment/experience*:
  - Reflection: R3
  - Discussion: D3, D4, D5
  - Papers: P1
  - Quizzes: Q2
  - Final Exam
2. Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.; aligned with course learning outcome 2, *satisfied by activity/assignment/experience*:
  - Discussions: D8, D3
  - Paper: P2
  - Quiz: Q2
  - 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*:
  - Reflections: R4, R6, R7 (final)
  - Discussion: D6, D7
  - Paper: P2
  - Quiz: Q3
  - 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*:
  - Reflections: R4,
  - Discussions: D2, D6
  - Paper: P1
  - Quiz: Q3
  - Final Exam

## Course Learning Outcomes (CLO)

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

1. Define and differentiate the abuse of power and the use of violence based upon gender, ethnicity, race, religion, class, sexual orientation, disability and age (Reflects GELO 1)
2. Identify how historical, social, psychological, economic and political factors have influenced the recognition of and response to each type of abusive relationship, (Reflects GELO 2)

3. Demonstrate knowledge about the consequences of violence and effects on victims from diverse backgrounds, (Reflects GELO 1)
4. Demonstrate awareness about one's own prejudicial attitudes and behaviors that tolerate and promote abusive relationships, (Reflects GELO 3)
5. Identify ways in which individuals from diverse backgrounds and communities can prevent and intervene in each type of abusive and violent relationship, (Reflects GELO 4)
6. Critique the current justice system response and propose ways in which greater equality and justice can be achieved in each type of abusive relationship. This involves reviewing: statutory laws, role of law enforcement, and proceedings within criminal, family and juvenile courts. (Reflects GELO 3)

### **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. Writing is evaluated through the first quiz (Q1) and through the writing criteria included in course activity and the formal paper (P1 and P2) rubrics.

### **Required Texts/Readings**

#### **Textbook**

Hines, D. A., Malley-Morrison, K & Dutton, L.B. (2013) Family Violence in the United States: Defining, Understanding and Combating Abuse: 2nd Edition. Thousand Oaks, CA, Sage Publications, Inc. ISBN: 9781412989008.

Available through the campus bookstore, Amazon, Barnes and Noble as well as other textbook distributors.

Sapphire, (1996) Push. New York, NY. Vintage Books, Random House. ISBN: 0679766758

Required reading for course activities and for paper 1. Available through the campus bookstore, Amazon, Barnes and Noble as well as other textbook distributors.

This book is a graphic representation of a severely abused child. Please talk with the instructor if reading this book will cause undue duress or harm; an alternative can be assigned.

#### **Other Readings**

Additional articles and readings are posted on the course schedule at the end of this document. These assigned readings are subject to change with notice via Canvas. Changing will be noted in the weekly overview page. Access to and/or links to required reading beyond the textbook are available on Canvas™ in the weekly overview and through the SJSU library or online.

#### **Additional readings include the following:**

Children's Exposure to Violence: A Comprehensive National Survey. Available through the National Office of Justice Programs and on the web at <https://www.ncjrs.gov/pdffiles1/ojjdp/227744.pdf>.

- Robert F. Anda, Vincent J. Felitti, J. Douglas Bremner, John D. Walker, Charles Whitfield, Bruce D. Perry, Shanta R. Dube, & Wayne H. Giles (2006) The enduring effects of abuse and related adverse experiences in childhood: A convergence of evidence from neurobiology and epidemiology. *Eur Arch Psychiatry Clinical Neuroscience* Vol. 256 : 174–186.
- Edelson, J. (2011) Emerging Responses to Children Exposed to Domestic Violence  
[http://vawnet.org/sites/default/files/materials/files/2016-09/AR\\_ChildrensExposure.pdf](http://vawnet.org/sites/default/files/materials/files/2016-09/AR_ChildrensExposure.pdf)
- Van der Kolk, B., McFarlane, A.C., Weisaeth, L. (2007) Traumatic Stress: The Effects of Overwhelming Stress on Mind, Body and Society. Chapter 9: The Complex Adaptation to Trauma. Pp. 182-213. The Guilford Press, New York.
- 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. *European Arch Psychiatry Clinical Neuroscience* Vol. 256, pp 174–186
- Perry, B. (2009) Examining Child Maltreatment Through a Neurodevelopmental Lens
- Myers, J.E.B. (2011) The APSAC Handbook on Child Maltreatment. Sage, Los Angeles, CA. (PDF of each chapter provided)
- Chapter 1: The Child Protection System in the United States (p.3-15)
  - Chapter 3: Child Protection System (p. 42-52)
  - Chapter 4: Juvenile Court (p. 53-66)
- 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. *Aggression and Violent Behavior* Vol 18, Issue 4, pp. 417–425. doi.org.libaccess.sjlibrary.org/10.1016/j.avb.2013.05.001.
- Blum, D. & Jaworski, C. G. (2016) From Suicide and Strain to Mass Murder. *Social Science And Public Policy*. Vol. 53, pp. 408–413. DOI 10.1007/s12115-016-0035-3
- When Battered Women Stay: Advocacy Beyond Leaving, Can be found at  
[http://vawnet.org/assoc\\_files\\_vawnet/bcs20\\_staying.pdf](http://vawnet.org/assoc_files_vawnet/bcs20_staying.pdf)
- Buzawa, E.S., Buzawa, C.G. & 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
  - Chapter 11: Civil Courts and the Role of Restraining Orders
- Jordan, M. (2014). Domestic Violence Homicide-Suicide: Expanding Intervention Through Mental Health Law. *Harvard Journal of Law & Gender*, 37545-568
- Fleisher, M. (2009) Coping with Macro-Structural Adversity: Chronic Poverty, Female Youth Gangs, and Cultural Resilience in a US African-American Urban Community. *Journal of Contingencies and Crisis Management*, Vol 17, No 14. pp. 274-284.
- Davis (2012) Why Doesn't He Just Leave Me Alone? Persistent Pursuit: A Review of Theories & Evidence. *Sex Roles* Vol 66, pp. 328-339.
- Aosved, A., Long, (2006) Co-Myth Acceptance, Sexism, Racism, Homophobia, Ageism, Classism, and Religious Intolerance. *Springer Science & Business Media* (p. 481–492).
- Blee, K. (2007). The Microdynamics of Hate Violence: Interpretive Analysis and Implications for Responses. *The American Behavioral Scientist*, 51(2), 258-270. Retrieved August 15, 2010, from

ABI/INFORM Global. (Document ID: 1367745831).

Renzettie, C.M., Edleson, J.L. Bergen, R.K. (2012) Companion Reader on Violence Against Women. Sage, Los Angeles, CA.

Campbell, R., Dworkin, E. & Cabral, G. (Chapter provided in Canvas) Chapter 1: An Ecological Model of the Impact of Sexual Assault on Women's Mental Health. pp.3-29

Wright, Z. (2016). Hate Crimes: Clarification from Emotion Theory and Psychological Research. UCLA Journal Of Islamic & Near Eastern Law, 15(1), 55-70.

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.

### **Other technology requirements / equipment / material**

Students will need dependable access to a computer and internet with capacity to stream videos. Students also need to have working headphones for listening to lectures and videos. Students will also need to be familiar with software associated with Canvas.

It is the responsibility of the student to ensure adequate internet access for exams, especially for the time-specific final exam. Please be advised that coffee shops and internet cafes often do not have adequate bandwidth for online exams. Online exams require the use of Respondus Lock-down and may require camera monitoring.

### **Library Liaison**

Nyle Monday

Email: [nyle.monday@sjsu.edu](mailto:nyle.monday@sjsu.edu)

Phone: (408)808-2041

See link for Justice Studies Research Guide in Canvas, in Module tab under Course Support Materials. This is a great resource for doing library research and writing papers. [The Justice Studies Research Guide](#) can also be found at <http://libguides.sjsu.edu/c.php?g=230074&p=3768470>.

### **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, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.” ([University Policy S16-9](#); Course Syllabi can be found at <http://www.sjsu.edu/senate/docs/S16-9.pdf>)

In addition to course lectures and module materials, students complete weekly reading (combination of textbook chapters and articles) and module activities (including reflections, online discussions, and small group projects). Module activities are graded.

There are four evaluation areas used in this course: papers, exams, participation, and collaborative learning. Papers count toward 30% of your grade; exams make up 35% of your grade; participation makes up 30% of your grade; and collaborative learning activities make up 5% of your grade. The following will be used to evaluate course learning outcomes in each of these categories.

1. Papers. Two formal papers
2. Exams. Three online quizzes and a final exam
3. Participation. Weekly participation through reflections, online discussions, and small group projects

#### 4. Collaborative Learning discussions

##### **Papers (30%: each paper equally weighted; 50 points each)**

Papers make up 35% of the student's grade. Two major papers are required during the semester. Each assignment involves library research and reviewing current literature (no older than 2005) to understand current scholarship on the paper topic. The papers involve scholarly presentation and discussion of findings on assigned topics. Papers involve application of the current literature and course material, culminating in well-written, six to eight-page papers (1500-2000 words).

Papers should use 12-point font, be double-spaced and follow APA format for formal papers, including cover page, running headers, page numbers, and proper in-text citation. Both papers require review of current literature (no older than 2005 unless justified) that is represented, discussed, applied, and cited in the paper.

All papers must be submitted to Canvas™ in the designated folder on or before the due date. Submissions are required to be saved as Word documents (.docx) to allow proper processing in Canvas. Due dates can be found in the course schedule at the end of this syllabus, in the Canvas assignment tab, and in the weekly module overviews.

##### **PAPER 1 (P1): Effects of Child Maltreatment and Ecological Factors Associated with Effects**

Full assignment and grading rubric will be provided on Canvas™.

Students will read and use the book, *Push*, as the case study for illustrating concepts.

This paper evaluates GELOs 1 and 2 (CLOs 1,2,and 3). The paper is due by or before Week 8 (Sunday, October 6, 2019).

##### **PAPER 2 (P2): Violence in the Family & Community**

Full assignment and grading rubric will be provided on Canvas™.

The second paper requires researching a special topic or current controversy in community violence. Students choose from several topics provided. See assignment details; access available after midterm.

This paper evaluates GELOs: 3, 4 (CLOs 4, 5, and 6). Paper 2 (P2) is due by or before Week 14 (November 17, 2019).

##### **Examinations (35%: all exams and quizzes equally weighted; point totals vary)**

Practices quizzes are incorporated into the module's learning activities as are review questions. Practice quizzes are not included in the student's grade, but provide feedback to the student about their comprehension of the material and progress toward course learning outcomes. Practice essay questions will also be provided.

In addition to the practice quizzes, there will be three graded, online quizzes and one final exam. See the course schedule for quiz dates. Quiz questions provide objective evaluation of course learning objectives (CLOs).

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. 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. 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.

**Participation (30% of grade; All participation activities equally weighted; points vary)**

Participation activities include reflections and online discussions. Participation activities are included in weekly modules to facilitate learning and integration of material. Weekly activities are our online classroom. They are designed to facilitate and enhance learning. Participation activities are subject to change to best facilitate the learning process. Activities are outlined in the weekly overview pages. Changes to activities from the posted course schedule will also be noted in the overview page.

*Reflections*

Reflections are used to foster student engagement and learning and to facilitate integration of concepts presented in class. Reflections encourage students to personally reflect on their learning process and the material and are intended to promote active learning.

At times, students choose to relate personal experience. All personal disclosures will be handled respectfully and confidentially, unless such disclosures suggest a threat of harm to self or others, in which case information will be shared to mitigate the risk of harm.

Grading rubrics are provided in the assignments. Grades on reflections are based on the students' thoroughness in addressing the reflection prompt, thoughtfulness, scholarly integration of course concepts, and writing. Reflections are typically 250-750 words. Length requirement is included in reflection instructions.

*Schedule and Corresponding CLO:*

#	Due Date	CLOs	GELOs
R1	9/2/2019		
R2	9/2/2019		
R3	9/2/2019	1, 3	1
R4	10/6/2019	6	3
R5	10/13/2019		
R6	10/20/2019	4	3
R7	12/2/2019	4, 6	3

*Online Group Discussions*

On-line, graded discussions will be used to facilitate student dialogue. Discussions provide an effective forum for learning and integrating complex concepts. Posts are intended to specifically reflect course lecture and assigned reading for the week of the discussion (unless otherwise noted). Discussions are intended to engage with other students around the concepts, theories, and ways of thinking about a particular subject. The goal is to expand perspectives and understanding.

Please pay close attention to posting deadlines included in the discussion instructions. Initial post deadlines are earlier than discussion due dates. The deadline for initial posts are typically Thursday of the discussion week. This is done to facilitate discussion among students after everyone has contributed. The initial post due dates are not visible in the calendar. Due dates for initial posts are clearly specified in the module overview and in the discussion instructions, as well as below. Students are responsible for these due dates. You typically will not be able to see other student posts until you have posted your initial discussion post.

Discussions cover CLOs: 1-6; GELOs: 1-4

*Schedule and Corresponding CLO:*



1. D1: Introduction	Due 9/2/2019 (ungraded)		
2. D2: Small Group Scavenger Hunt for Signs Expressions of Nonviolence	First Posts due by Thursday, 9/6/2019 Due 9/8/2019	CLO4	GELO 4
3. D3: Concept Map: Defining Child Maltreatment and Ecological Factors	First Posts due by 9/15/2019 Due 9/22/2019	CLO1, 2	GELO1, 2
4. D4: Trauma and Effects on Interpersonal Neurobiology	First Posts due by Thursday, 9/26/2019 Discussion closes Sunday, 9/29/2019	CLO1, 3	GELO1
5. D5: PhotoCollage of Midterm Concepts and Terms	First posts due by Thursday, 10/10/2019 Discussion closes Sunday, 10/13/2019	CLO1	GELO1
6. D6: Promoting Nonviolence in Intimate Relationships	First posts due by Thursday 10/31/2019 Discussion closes Sunday, 11/3/2019	CLO4, 5	GELO3, GELO4
7. D7: Social Attitudes & Beliefs	First posts due by Thursday 11/7/2019 Discussion closes Tuesday, 11/12/2019	CLO 4, 6	GELO3
8. D8: PhotoCollage of Course Concepts and Terms	First posts due by Thursday, 12/5/2019 Discussion closes Sunday, 12/8/2019	CLO2	GELO2

### **Collaborative Learning (5%)**

Each week – starting week 2 and continuing through week 16 - there is a Questions, Answers, Resources, and Comments (QARC) discussion. This weekly discussion is our virtual classroom equivalent of raising your hand for comment or question. In in-person classes, these raised hand comments or questions often become short discussions and enhance collective learning. I find this type of vicarious learning to be invaluable. Consequently, I have sought ways to replicate it.

This semester I have decided to incentivize these weekly question and comment discussions by giving you two points for participation and expanding them to include answers and resources. In other words, I am encouraging you to participate. Each QARC discussion is worth one point for substantive contribution and one point for follow-up post for a total of two points per week (i.e. discussion). What I mean by “substantive” is thoughtful comment, genuine question related to clarifying the week’s material/reading, and/or a relevant resource link shared with text that explains how it relates to and extends the week’s material. You will need to follow-up to acknowledge that you are engaged in replies to your post(s) to get the second point. At the end of the semester, Canvas will drop your five lowest scores in this assignment section. What this means is that you need to participate substantively in ten of the fifteen QARC discussions over the semester.

Posts should not be long. Think of it as the short question of comment in class. There are other discussions some weeks that involve longer posts and deeper engagement. QARCs are different; they support our collective learning in a virtual classroom. My participation in QARC discussions are also different. I am highly involved in responding to QARC discussion posts, where other discussions I monitor, but seldom step in except as needed.

QARC discussions will open at the beginning of each module and close at the end of the week. I encourage you to make this a regular part of your week. The routine will ensure that you meet the requirement of ten over the semester and enhance your learning.

## Final Examination or Evaluation

[University policy S17-1](http://www.sjsu.edu/senate/docs/S17-1.pdf) (<http://www.sjsu.edu/senate/docs/S17-1.pdf>) states that “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.”

A final exam will be given on the assigned final exam day. The date and time of the final exam is posted in the course schedule found at the end of this document. The exam will be cumulative and will cover content from assigned readings and lecture material. The final will be online, requiring Respondus Lockdown Browser. See Canvas under the Lockdown Browser tab for instructions for activating this function. The 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 reflecting each of the GE learning outcomes.

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 Friday, December 13, 2019 (1715-1930). The exam will close promptly at 7:30PM.

## Grading Information

The following reflects my grading policy. In this section you will find an explanation of how grades are assessed and assigned. Also included are sample rubrics. Activity specific rubrics are included with each assignment/activity. Rubrics are designed for students to evaluate their own work prior to submission. Reflections and discussions typically use criteria that are evaluated as a binary - either you met the criteria or you did not - eliminating the subjective aspects of scoring. Total points for each assignment or activity are included in the instructions.

**Papers.** Major papers are each worth fifty points and are required to follow APA format and style for formal research papers. Points are deducted for failure to adhere to APA format. Papers are graded by content areas. Each content area is typically worth 5-10 points. Content areas are provided in the assignment description and are described as criteria in the rubric. Comments and feedback are provided both within the grading rubric and in the online document as electronic comments. If a student requires or prefers recorded evaluation, please contact me to make arrangements at least two days prior to due dates.

**Discussions** are typically worth nine points. Five points for the initial post and four points for the response posts. The rubrics that follow are used in scoring the discussion. Students are encouraged to evaluate their work prior to submission to be sure they have met evaluation criteria. Criteria is evaluated on a simple binary. Either you have met the criteria or you have not.

Initial Post = 5 Points

Characteristic	Criteria	Points
<b>Engaged</b>	Initial post to the discussion question or activity is complete and posted <u>on time</u> . This point is <u>not</u> earned if the assignment is submitted after the due date for initial posts (usually Thursday of the discussion week).	1
<b>Thoughtful</b>	Initial post reflected thoughtfully on the discussion prompt. The post specifically and thoughtfully addresses the discussion prompt. Read the prompt carefully.	1
<b>Substantive</b>	Initial post included substantive reference to concepts from the readings and course materials. May be enhanced by relevant outside sources. Cite as needed. This point is <u>not</u> earned if the student fails to	1

	specifically reference and apply ideas, facts, and/or concepts from the course material.	
<b>Integrative</b>	Initial post linked concepts and ideas to other relevant knowledge or experience. Posts are building on other knowledge and key points in the course material. This point is <u>not</u> earned if a student fails to make connections to broaden their understanding and work with the concepts.	1
<b>Writing Clarity</b>	Initial post was well-written, clear and edited. This point is <u>not</u> earned if the student fails to edit work for clarity, punctuation, and sentence structure reflected in a number of writing errors that distract from the post.	1

Response Posts = 4 Points

Characteristic	Criteria	Points
<b>Engaged Participant</b>	Response posts contributed thoughtfully and frequently enough to demonstrate genuine engagement with classmates on the topic of discussion. (e.g. at least 2-3 times beyond the initial post for one-week discussions). This point is <u>not</u> earned if the student posts late in the discussion or if posts are all submitted in one sitting without engaging in the discussion over the week or if the student fails to respond to students who have engaged with the student's post in a timely manner.	1
<b>Extender</b>	Response posts included substantive replies that incorporated thoughts and <u>concepts from the readings and course materials</u> . May be enhanced by relevant outside sources. Cite as needed. This point is <u>not</u> earned if the student fails to reference course material in their response posts and limits response to simple agree-disagree statements or opinion not supported or reflective of course material.	1
<b>Collaborative Provocateur</b>	Response posts were characterized by advanced critical thinking about the discussion topic in collaboration with others. These contributions stir things up, reflect deeper thinking and curiosity, ask questions, both within yourself (I've been thinking about xx) or with others (I was wondering what you think about xx) deepening the discussion and learning for both yourself and your classmates.	1
<b>Writing Clarity</b>	Posts are well-written, clear and edited.	1

**Reflections** are typically worth ten (10) points. Reflections should be written in standard font with double-spacing but do not require the formal formatting required for major papers, such as running headers, etc. Students are required to include their name and the assignment reference, e.g. R2 Types of Child Maltreatment.

**Exam** point totals vary. Points for each quiz or exam item will be noted on the question and the total points for the exam/quiz will be listed in the exam description. Quizzes are generally around 25 points; the final is around 80 points.

**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, conciseness and coherence. Students are strongly encouraged to

use the Writing Center on campus if they feel their writing ability and/or understanding of APA style may impact their performance on these papers. 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

Papers, Exams, and Participation are scored and make up the student's grade. Each category is weighted as indicated in [the Course Requirements and Assignments](#) section above. Items under each of these categories are weighted equally. Rubrics are provided with assignment instructions for writing activities. Scores for each activity/assignment can be tracked in the grades tab in Canvas™. Grades for major papers will be graded within two weeks following the due date for all papers submitted on time. Late papers will be graded after scores for on-time submissions have been posted.

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

<i>Grade</i>	<i>Percentage</i>
<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>

“Passage of the Writing Skills Test (WST) 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

#### Late Policy and Make-ups

Late submission of major papers results in a 4-point deduction the first day and one point each day following, including weekends. Papers are closed for submission two weeks after the deadline, unless special permission has been secured prior to the close. Reflections are not accepted for submission after the posted close date/time, typically Friday of the same week. Some assignments, such as discussions and quizzes, will close at the deadline/due date. Students failing to complete the activity by these deadlines will receive a zero.

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 notation 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.

### **Rewrite Policy**

Students who receive a C- or lower on the first paper are given the opportunity to rewrite their paper. If a student qualifies, an email will be sent via Canvas informing the student of the grade along with a copy of my rewrite policy and contract. This email will request that the student contact me to schedule a Zoom meeting (required) to go over the areas needed for improvement, to schedule a due date, and complete the rewrite contract. It is the responsibility of the student to follow up within three days of the email or correspondence. Final grades after rewrite submissions are scored is the average grade between the original and the resubmission. This offer is not extended on papers receiving a C or higher or for the second paper. It is also not offered for other writing assignments, such as reflections and discussion posts.

### **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 nominally announced in the Module Overview for the week.

### **Grading Information for GE**

“Passage of the Writing Skills Test (WST) 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.”

This is an asynchronous, fully online course. It is your responsibility to keep up with the material and all communications, complete weekly activities and submit assignments on or before due dates. Failure to do so will result in a lower grade and could jeopardize student success. Course material is available by the beginning of each week. Each week’s module begins with an overview page that outlines the learning objectives for that week and provides an outline for completing activities. An announcement is sent via Canvas Announcements when the module is available. Students are expected to read the Module overview within 24-hours of its posting. This overview will help you gauge the work for that week and plan accordingly. It is easy to fall behind in online courses. I encourage you to schedule a specific time each week that you will commit to this class to avoid it falling off your radar.

I would strongly suggest that students set up Canvas announcements to come to other devices such as frequently accessed email or smartphones, so that you can stay up with any course announcements. I would also suggest that you check into the course every 2-3 days, just to be sure that you stay apprised of changes and keep the course in your conscious attention.

*Warning:* online courses can create an out-of-sight/out-of-mind gap for students, which may negatively impact your success in this course. Students who have failed this course in the past simply fell behind – often early in the semester - because not enough time was allocated to participation and successful completion of weekly activities. You are expected to participate weekly and complete required activities, including assigned reading and lectures as well as participating in online discussions and completing reflections and quizzes by the posted deadlines.

### **Respect and Confidentiality**

This class combines reading, lectures and video segments to present the conceptual material. On-line discussions and exercises 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 formats necessarily eliminate all the benefits of face-to-face communication that allow us to gauge the reactions of others to our comments and can give the impression of anonymity. Further, 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 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 for 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.

### **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 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 take advantage of the University counseling center and/or talk to the instructor. More information about [counseling services](#) can be found at <http://www.sjsu.edu/counseling/>.

### **CASA Student Success Center**

The Student Success Center in the College of Applied Sciences and Arts (CASA) provides advising for undergraduate students majoring or wanting to major in programs offered in CASA Departments and Schools. All CASA students and students who would like to be in CASA are invited to stop by the Center 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 the CASA Student Success Center. Location: MacQuarrie Hall (MQH) 533 - top floor of MacQuarrie Hall. Contact information: 408.924.2910. Website: <http://www.sjsu.edu/casa/ssc/>. The CASA Student Success Center also provides study space and laptops for checkout.

### **University Policies**

Per [University Policy S16-9](#) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>

These policies and resources will be briefly reviewed in the introductory lectures and are linked on the course homepage.

## JS136-80 / Hate & Violence in the Family & Community, Spring 2019, Course Schedule

The following is an agenda 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 weekly module overviews of any changes.

Due dates for major papers do 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, the final is time-specific. Please plan accordingly.

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Wednesday, August 21	<b>Module 1: Course Overview</b> Syllabus & Course Overview Introduction to use of Canvas in JS136 (online)
1		<b>Reading:</b> <b>Course Syllabus</b> <b>Hines (2013) Textbook:</b> Chapter 11: Ecological Contexts of Family Violence <b>Article:</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.  <b>Activity:</b> Discussion ( <b>D1</b> ): Post Introduction in discussion provided Complete quiz ( <b>Q1</b> ): Course Orientation and Online Learning Readiness Reflection ( <b>R1</b> ): Personal Learning Goals and Outcomes; Online Plagiarism and Writing Quiz ( <b>Q2</b> ; Respondus Lockdown Browser Required);  <b>Assignment:</b> Begin reading <b>Push, by Sapphire</b> . This novel will be used the Week 5 discussion and as your case study for Paper 1 ( <b>P1</b> ) due Week 8 (10/6/2019). <ul style="list-style-type: none"> <li>• If this book is too emotionally challenging for you, please let me know so that I can provide an alternate novel.</li> </ul>
2	Week of August 26	<b>Module 2: Introduction to Violence</b> Typology & Ecology of Interpersonal Violence
2		<b>Reading:</b> <b>Hines (2013) Textbook:</b> Chapter 12: Racial/Ethnic Issues in Family Violence Chapter 1: Issues in the Definition of Family Violence and Abuse

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Continue reading Push, by Sapphire, which will be used as a case study in Paper 1 (P1) due by Week 8, Sunday, October 6, 2019.</p> <p><b>Activities</b>  Reflection on Violence (R2) due Week 3 (9/2/2019)  Reflection and Poem (R3): Ecological Systems</p> <p><b>Assignment:</b>  Continue reading Push, by Sapphire  Paper 1 (P1): Effects of Child Maltreatment &amp; Case Study using PUSH, due Week 8 (10/6/2019)</p>
3	Week of 9/3/2019	<p><b>Module 2: Seeking Nonviolence</b></p> <p><b>Module 3: Overview of Child maltreatment and Physical Abuse</b></p>
3		<p><b>Reading:</b>  Lee, B. (2017). Causes and cures XIV: Nonviolence approaches. Aggression and Violent Behavior, 35, 97-102.</p> <p><b>Children’s Exposure to Violence: A Comprehensive National Survey</b>  <a href="https://www.ncjrs.gov/pdffiles1/ojdp/227744.pdf">https://www.ncjrs.gov/pdffiles1/ojdp/227744.pdf</a></p> <p><b>Hines (2013) Textbook:</b>  Chapter 2: Child Physical Abuse</p> <p><b>Activities:</b>  Small Group Scavenger Hunt for Signs of Nonviolence (D2) due Week 4 (9/8/2019)</p> <p><b>Assignment:</b>  Continue reading Push, by Sapphire  Paper 1 (P1): Effects of Child Maltreatment &amp; Case Study using PUSH, due Week 8, Sunday, October 6, 2019</p>
4	Week of 9/9/2019	<p><b>Unit 3: Child Maltreatment</b></p> <p>Physical Abuse  Child Neglect; Psychological Maltreatment  Child Witness to Intimate Partner Violence</p>
4		<p><b>Reading:</b>  <b>Hines (2013) Textbook:</b>  Chapter 4: Child Neglect &amp; Psychological Maltreatment  Kimball, E. (2016) Edleson Revisited: Reviewing Children’s Witnessing of Domestic Violence 15 Years Later. Journal of Family Violence, Volume 31, Issue 5, pp 625–637 (Provided on Canvas)  Continue reading Push, by Sapphire, as case study for P1.</p> <p><b>Activity:</b></p>



Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Concept Map (CM): Defining Child Maltreatment and Ecological Factors. Due Sunday, 9/22/2019; Use examples from Push to illustrate</p> <p><b>Assignments</b> Paper (P1) due Week 8 (10/6/2019)</p>
5	Week of 9/16/2019	<p><b>Unit 3: Child Maltreatment</b> Sexual Abuse of Children</p>
5		<p><b>Reading:</b> <b>Hines (2013) Textbook:</b> Chapter 3: Child Sexual Maltreatment <b>Anda, Felitte, Bremner, Walker, Whitfield, Perry, Dube &amp; Giles (2006)</b> 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)</p> <p>Finish reading <b>Push</b>, by Sapphire; use in concept map (CM) activity and Week 6 Discussion (D3)</p> <p><b>Activity:</b> Paper (P1) due Week 8 (10/7/2019)</p>
6	Week of 9/23/2019	<p><b>Unit 3: Child Maltreatment</b> <b>Effects of Maltreatment: Neurobiology of Trauma</b></p>
6		<p><b>Reading:</b> <b>Van der Kolk, B., McFarlane, A.C., Weisaeth, L. (2007)</b> Traumatic Stress: The Effects of Overwhelming Stress on Mind, Body and Society. Chapter 9: The Complex Adaptation to Trauma. Pp. 182-213. The Guilford Press, New York. This article must be substantively used in Paper 1</p> <p>Child Welfare Information <b>Gateway</b> (2013) Long Term Consequences of Child Abuse and Neglect. Retrieved February 18, 2016. <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><b>Perry (2009)</b> Examining Child Maltreatment Through a Neurodevelopmental Lens (Optional)</p> <p><b>Activities:</b> On-line Discussion (D3): Trauma and its Effects This discussion is used to help students become more proficient with the concepts and findings discussed in the required reading. See instructions and link to discussion in this week’s module</p> <ul style="list-style-type: none"> <li>• <b>Initial post</b> due by <u>Thursday, 9/26/2019</u></li> <li>• Response/discussion closes Sunday, 9/30/2019 by 11:59PM</li> </ul> <p><b>Assignment</b> Paper (P1) due Week 8 (10/6/2019)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
7	Week of 9/30/2019	<b>Unit 3: Child Maltreatment</b> Community Response to Child Abuse & Neglect & Collaboration
7		<p><b>Reading:</b>  <b>Myers, J.E.B. (2011)</b> The APSAC Handbook on Child Maltreatment. Sage, Los Angeles, CA. (PDF of each chapter provided)  <i>Chapter 1: The Child Protection System in the United States (p.3-15)</i>  <i>Chapter 3: Child Protection System (p. 42-52)</i>  <i>Chapter 4: Juvenile Court (p. 53-66)</i></p> <p><b>Lacey, C. (2013).</b> 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><b>Activities:</b>            Reflection (<b>R4</b>): Pros/Cons of Formal System Response to Child Maltreatment            Photo Collage (<b>D4</b>): Midterm Terms and Concepts; Due 10/13/2019.</p> <p><b>Time-specific Midterm Review Session</b> to answer questions about material to-date and to check in Monday, October 7, 2019, at 7:00PM</p> <p><b>Assignments:</b>  <b>Paper 1 (P1):</b>            Effects of Child Maltreatment &amp; Case Study due next week, Sunday (10/6/2019) by midnight</p>
8	Week of 10/7/2019	<b>Unit 4: Youth Violence</b> Youth Violence & Gangs
8		<p><b>Reading:</b>            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. doi.org.libaccess.sjlibrary.org/10.1016/j.avb.2013.05.001.            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.Preview the document</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/s12115-016-0035-3Preview the document</p> <p><b>Activities:</b>            Reflection (<b>R5</b>): Reflection on personal learning goals and outcomes            Photo Collage (<b>D4</b>): Midterm Terms and Concepts; Due 10/13/2019.</p> <p><b>Time-specific Midterm Review Session</b> to answer questions about material to-date and to check in Monday, October 7, 2019, at 7:00PM</p> <p><b>Assignment:</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Review for Week 9 Quiz (Q2)
9	Week of 10/14/2019	<b>Unit 5: Elder Abuse</b> <b>Unit 6: IPV Overview</b>
9		<b>Hines (2013) Textbook:</b> Chapter 9: Maltreatment of Older Adults and People with Disabilities <b>Hines (2013) Textbook:</b> Chapter 5: Maltreatment of Female Partners  <b>Activity:</b> Reflection ( <b>R6</b> ): Perspectives on IPV: Norms, Attitudes, and Beliefs in Informal Systems. Due Sunday, October 20, 2019 Quiz ( <b>Q2</b> ) with Respondus Lockdown Browser: <b>Due</b> 10/20/2019  <b>Assignment:</b> Paper 2 ( <b>P2</b> ): <b>Family &amp; Community Violence</b> (Due Sunday, November 17, 2019)
10	Week of 10/21/2019	<b>Unit 6: IPV (cont)</b> Female Offenders Same Sex partners
10		<b>Reading:</b> <b>Hines (2013) Textbook:</b> Chapter 6: Maltreatment of Male Partners Chapter 8: Maltreatment in LGBTQI Relationships  <b>Activities:</b> Practices Quizzes  <b>Assignment:</b> Paper 2 ( <b>P2</b> ) due November 17, 2019
11	Week of 10/28/2019	<b>Unit 6: IPV (cont)</b> Risk and Danger Assessment in IPV Justice System Response
11		<b>Reading:</b> When Battered Women Stay: Advocacy Beyond Leaving Can be found at <a href="http://vawnet.org/assoc_files_vawnet/bcs20_staying.pdf">http://vawnet.org/assoc_files_vawnet/bcs20_staying.pdf</a>  <b>Buzawa, E.S., Buzawa, C.G. &amp; Stark, E (2012)</b> Responding to Domestic Violence: The integration of criminal justice and social services. Sage, Los Angeles. (A PDF of each chapter provided in Canvas) <i>Chapter 8: Variations in Arrest Practice, pp 191-220</i> and <i>Chapter 11: Civil Courts and the Role of Restraining Orders</i>  <b>Activity:</b> Discussion ( <b>D5</b> ): Promoting Nonviolence in Intimate Relationships: Ways College Students Can Make a Difference (Develop Group Presentation)  Practice Quiz + essay questions

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><b>Assignment:</b> Paper 2 (P2) due Sunday, November 17, 2019</p>
12	Week of 11/4/2019	<p><b>Unit 6: IPV (cont.)</b> Justice System Response to Partner Abuse Battered Women Who Kill</p>
12		<p><b>Reading:</b> Case study: Norman case (Provided) Jordan, M. (2014). Domestic Violence Homicide-Suicide: Expanding Intervention Through Mental Health Law. <i>Harvard Journal of Law &amp; Gender</i>, 37, 545-568.</p> <p><b>Activity:</b> Online Discussion (D6); see instructions in module and rubric above <b>Initial post due by Thursday, 11/7/2019</b> Response/discussion closes Sunday, 11/10/2019, midnight for response posts (Monday deadline because of Veteran's Day)</p> <p><b>Assignment:</b> Paper 2 (P2) due Sunday, November 17, 2019</p>
13	Week of 11/12/2019	<p><b>Unit 7: Community Violence</b> Stalking</p>
13	11/11/2019 Veterans Day Observed	<p><b>Reading:</b> <b>Hines, D. A., Malley-Morrison, K &amp; Dutton, L.B. (2013)</b> Family Violence in the United States: Defining, Understanding and Combating Abuse: 2nd Edition. Thousand Oaks, CA, Sage Publications, Inc. Review Hines (2013) Chapters 5 (pp. 154-166) and 6 (pp. 199-205) on Stalking <b>Davis (2012)</b> Why Doesn't He Just Leave Me Alone? Persistent Pursuit: A Review of Theories &amp; Evidence. <i>Sex Roles</i> Vol 66, pp. 328-339.</p> <p><b>Assignment/Activity:</b> FJCA: Stalking - Webinar PowerPoint - High Lethality Domestic Violence and Stalking Offender Intervention - Szych &amp; NFJCA 01-11 <a href="http://www.familyjusticecenter.org/jdownloads/viewcategory/19-stalking.html">http://www.familyjusticecenter.org/jdownloads/viewcategory/19-stalking.html</a> Watch documentary: Peggy's Story (3 Parts; links provided in Canvas)</p> <p><b>Assignment:</b> Paper 2 (P2) due next Sunday, November 17, 2019</p>
14	Week of 11/18/2019	<p><b>Unit 7: Community Violence</b> Sexual Violence &amp; Date Rape</p>
14		<p><b>Reading:</b> <b>Renzettie, C.M., Edleson, J.L. Bergen, R.K. (2012)</b> Companion Reader on Violence Against Women. Sage, Los Angeles, CA. <i>Campbell, R., Dworkin, E. &amp; Cabral, G. (Chapter provided in Canvas)</i> <b>Chapter 1: An Ecological Model of the Impact of Sexual Assault on Women's Mental Health.</b>pp.3-29 <b>Hines (2013) Textbook:</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Chapter 7, Maltreatment in College Student Relationships (p. 226-249)  <b>Online Quiz (Q3)</b> Due by 11/24/2019  <b>Assignment/Activity:</b> Final Reflection ( <b>R7</b> ) due by Monday, 12/2/2019; late papers not accepted. All submissions closed <u>Monday at midnight</u>
15	Week of 11/25/2019	<b>HAPPY THANKSGIVING</b>
16	Week of 12/2/2019	<b>Unit 7: Community Violence</b> Hate Violence Response to Community Violence
16		<b>Reading:</b> <b>Aosved, A., Long, (2006)</b> <i>Co-occurrence of Rape Myth Acceptance, Sexism, Racism, Homophobia, Ageism, Classism, and Religious Intolerance.</i> pp. 481–492. (Citation Provided) Abuja, H. (2016). The Vicious Cycle of Hate: Systemic Flaws in Hate Crime Documentation in The United States and The Impact On Minority Communities. <i>Cardozo Law Review</i> , 37(5), 1867-1906.  <b>Optional Reading</b> <b>Blee, K. (2007).</b> The Microdynamics of Hate Violence. (p. 258-270). Wright, Z. (2016). Hate Crimes: Clarification from Emotion Theory and Psychological Research. <i>UCLA Journal of Islamic &amp; Near Eastern Law</i> , 15(1), 55-70.  <b>Activities</b> Small Group Discussion (D7): PhotoCollage of Concepts and Terms  <b>Assignments</b> Complete study guide and bring questions to online review session; Submit Questions in the Discussion Provided (ungraded)
17	Week of 12/9/2019 <i>Final day of instruction</i>	Online, time-specific review for final (Optional) Monday, 12/9/2019, 7:00-8:30PM
Final Exam	<b>Friday, December 13, 2019</b> 5:15-7:30 (1715-1930)	This is an online, <b>time-specific</b> final: 1715-1930 (5:15-7:30PM) Respondus Lockdown Browser Required
Make-up	Wednesday December 18, 2019	For students with prior approval, the make-up final exam will be administered on Wednesday, December 18, 2019- Time TBD