

**San José State University**  
**Department Justice Studies**  
**JS136, Hate & Violence in the Family & Community, 80, Fall 2020**

**Course and Contact Information**

Instructor:	Maureen Lowell, MA
Office Location:	Online Only
Telephone:	(408) 246-1300
Email:	maureen.lowell@sjsu.edu
Office Hours:	Online only: Tuesday, 9:00-10:00 via Zoom, or by appointment (Zoom: <a href="https://sjsu.zoom.us/j/92400689013?pwd=QmFGV0tmNTJQRHdjTXV5WjVzY0p0QT09">https://sjsu.zoom.us/j/92400689013?pwd=QmFGV0tmNTJQRHdjTXV5WjVzY0p0QT09</a> ) Password: Equity
Class Days/Time:	Online, asynchronous (create your own schedule)
Classroom:	Online: Canvas site This <a href="https://sjsu.instructure.com/courses/1374822">course</a> can be found at <a href="https://sjsu.instructure.com/courses/1374822">https://sjsu.instructure.com/courses/1374822</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. See University technology resources for assistance.

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 submissions. 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 and Communication**

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/1374822) can be found at <https://sjsu.instructure.com/courses/1374822>.

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 needs to be read within 24-hours of its availability.

The module overview provides an outline of reading, course material, assignments, 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. Students are expected to complete all course reading, lectures, and activities provided each week in the online module.

The overview and content pages are essential to your learning and success. They are our class time together – virtually and asynchronous - but nonetheless, our space for learning. Some students try to simply follow due date reminders. This is not sufficient to meet course expectations. Due dates are helpful reminders; they do not deliver the information needed for successful completion of activities.

## **E-mail Policy**

While general class questions and clarifications should be 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 name, and a specific description of your inquiry or comment (e.g., JS136, Your Name, 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 chat (via Zoom or phone).

## **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 elder 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>)

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 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. 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 dynamics, effects, and 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*:
  - Mastery of this GE Outcome will be assessed through questions on the unit quizzes and the final exam.
  - Additionally, this outcome will be assessed through the “I’m From” Poem and Reflection learning activity and the discussion on the Domains and Ecology of Hate in week 13.
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*:
  - Mastery of this GE Outcome will be assessed through questions on the unit quizzes and the final exam
  - Additionally, this outcome will be assessed through the research paper.
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*:
  - Mastery of this GE Outcome will be assessed through questions on the unit quizzes and the final exam

- Additionally, this outcome will be assessed through the research paper
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*:
    - Mastery of this GE Outcome will be assessed through questions on the unit quizzes and the final exam
    - Additionally, this outcome will be assessed through the research paper, the final presentation, and the discussion based on final presentations.

### 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

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 overview page. Access to and links to required reading not found in the textbook will be available on Canvas™ in the weekly overview page.

## Other technology Requirements / Equipment / Material

Students will need dependable access to a computer and internet with capacity to stream videos and complete online quizzes and exams. 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 throughout the semester, including reliable access for the time-specific final exam. Please be advised that coffee shops and internet cafes often do not have adequate bandwidth for online exams, and disruptions to the exam can be quite stressful.

Online exams require the use of Respondus Lock-down and may require camera monitoring. It is the student's responsibility to ensure compatibility between Lockdown Browser and their computer. If you have trouble in the orientation quizzes, be sure to work with the help desk to resolve issues before the midterm exam (Q3).

## Library Liaison

Nyle Monday

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

Phone: (408)808-2041

## 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 learning activities, including reflections, online discussions, and small group projects. Learning activities are graded.

There are three evaluation areas used in this course: Research Paper, Unit Quizzes and Final Exam, and Engagement & Participation. The three categories of assessment are effectively equally weighted. Engagement & Participation reflects the learning activities, including reflections, online discussions, and collaborative learning projects and counts toward 34% of your final grade. The research or term paper involves a series of steps toward completion, participation in a writing group, and a short presentation. The paper and the corresponding process counts toward 33% of your grade. There is a quiz at the end of each of the units and a final exam. The unit quizzes and final exam make up 33% of your grade.

To recap final grade components:

1. Research paper = 33%
2. Unit quizzes and final exam = 33%
3. Engagement & Participation = 34%

## **Research Paper (33%)**

Choose from the topics noted in the assignment. Research and present the history of how this form of violence came to be identified as a social problem, how it is defined, and the current scope and magnitude of the problem. Research and present how the justice system (civil and/or criminal justice) has been used to address the problem. Discuss pros and cons of interventions. Based on your research and paper and other course material, develop a short 2-4 slide presentation to share with the class that proposes ways to more effectively address this form of violence beyond the justice system. (40 points)

This process will be modelled through our study of child maltreatment: how it came to be identified as a social problem, how the justice system is involved in the response and intervention, and the costs and benefits of this response.

Create 3-5 slides that summarize your findings and recommendations. Include a brief description of the scope of the problem and a short description of the formal response and then present a brief description of your ideas for change based on what you have learned.

You will work with a writing group with other students researching your topic. The purpose of the writing group is support the process and provide feedback and share resources. There will be stages of progress that your writing group will participate in. These include:

1. Check-in and group rules discussion (5 points);
2. Annotated bibliography submitted to instructor and to group for feedback;
3. Writing group discussion of sources and key findings (5 points);
4. Submit thesis statement and paper outline with key points;
5. Peer review thesis statement and outline for paper – feedback provided (5 points);
6. Draft paper submission and peer-review (5 points).

If your group would prefer a group presentation that integrates all the findings, this would be welcomed. You would still each be responsible for your slides and presentation, but the collective effort may yield more interesting insights and ideas for reducing the form of violence you are studying and make the process more enjoyable. Groups would need to report their intent for a group presentation

## **Examinations (33%)**

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 (CLOs).

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.

There is an online, graded quiz at the end of each unit. Questions on unit quizzes cover material from that unit. See the course schedule for quiz dates. All quizzes are online. Graded quizzes require Lockdown Browser.

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. 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.

### **Engagement & Participation (34% of grade)**

Engagement & Participation activities include reflections and online discussions and collaborative projects. Participation activities are designed to facilitate learning and integration of material. In addition to lectures and videos, learning activities are our online classroom. 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 connect content to personally relevant prior learning. Sometimes this involves personal experience. If students choose to relate personal experience - be assured - all personal disclosures will be handled confidentially, unless such disclosures suggest a threat of harm to self or others, in which case information will be shared as needed to mitigate the risk of harm. All disclosures will be handled respectfully.

**Discussions.** Similar to reflections, discussions are intended to enhance learning. At times, students choose to share personal experiences. All posts within our course are considered confidential and should not be shared outside the class. Please respect disclosures by ensuring what is said in our class, stays in this course unless there is risk of harm. Any concerns should be brought to the attention of the instructor as soon as possible.

On-line, graded discussions are used to facilitate student exchange and dialogue. Discussions provide an effective forum for integrating complex concepts. Posts are intended to specifically reflect course lecture and assigned reading. You may also extend that learning with connections to other sources or concepts from other modules. The goal is to expand perspectives and understanding; this includes – if not requires - disagreements and divergent thinking. Because of the value for diverse perspectives, it is important that all students adhere to an ethic of respect.

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 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 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.

### **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 and may require remote proctor (requires a camera). See Canvas under the Lockdown Browser tab for instructions for activating this function.

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 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 Thursday, December 10, 2020 (1715-1930). The exam will close promptly at 7:30PM. If this conflicts with another course, provide evidence of the conflict at least two weeks prior to the scheduled final exam. If make-up allowed, please make arrangements to be available for the make-up exam on Wednesday, December 16, 2020. There will not be an alternative make-up.

### Grading Information

The following reflects my grading policy. In this section you will find an explanation of how work is assessed and grades assigned. Also included are sample rubrics. Rubrics are included with each assignment or learning activity. Rubrics are designed to give clear evaluation criteria and to allow 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.

Areas of Assessment:

1. Research paper = 33%
2. Unit quizzes and final exam = 33%
3. Engagement & Participation = 34%

**Research/Term Paper.** The research paper requires adherence to APA format and style for formal research papers. Students are responsible for knowing these requirements. Links and tutorials are provided. Points are deducted for failure to follow 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 will be 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 the final due date.

Writing group activities are scored based on a 5-point scale. See assignment for details.

**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. Each criterion is evaluated on a simple binary. Either you have met the criterion or you have not. See below.

Initial Post = 5 Points

Due Thursday of the discussion week

Characteristic	Criteria	Points
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<b>Engaged</b>	Initial post to the discussion question or activity is posted <u>on time</u> . This is typically the Thursday of the discussion week. 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 accurately, specifically, and thoughtfully addresses the discussion prompt. Read the discussion prompt carefully.	1
<b>Substantive</b>	Initial post includes substantive reference to concepts from the readings, module lectures and videos, and supplemental material. This point is <u>not</u> earned if the student fails to specifically reference and apply ideas, facts, and/or concepts from the module.	1
<b>Extend</b>	Initial post links concepts and ideas to other relevant knowledge or experience. Posts are building on other knowledge and key points in the course material. This may include reference to relevant outside sources that extend the learning. Cite as needed. 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 is well-written, clear, and contains few if any writing errors. This point is <u>not</u> earned if the student fails to edit work for clarity, punctuation, and sentence structure as reflected in a number of writing errors that distract from the post.	1

Response Posts = 4 Points

Due before close of the discussion.

<b>Characteristic</b>	<b>Criteria</b>	<b>Points</b>
<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 fails to engage effectively in the discussion over the week.	1
<b>Integrator</b>	Response posts included substantive replies that incorporate thoughts and <u>concepts from the readings and course material</u> . This point is <u>not</u> earned if the student fails to reference course material in their response posts and/or 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 <u>advanced critical thinking</u> 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. Posts may be enhanced by relevant outside sources. Cite as needed.	1
<b>Writing Clarity</b>	Posts are well-written, clear and edited.	1

**Reflections** follow at 5-point rubric available in the assignment page. Generally, reflection rubrics involve five categories based on a simple binary: did you meet the criteria or not (0 or 1 point). This scoring structure allows you to accurately self-evaluate your work prior to submission. The rubric criteria are reflective of these questions:

1. Did you submit your reflection on or before the due date (Sunday before 11:59PM);
2. Did you clearly, thoughtfully, critically and fully address the prompt;
3. Did you clearly and accurately apply course material in your reflection;
4. Did you link the new material to a personal experience or prior knowledge;
5. Did you present your thoughts clearly and concisely (writing)?

Reflections should be written in standard font with double-spacing; they 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 35 points; the cumulative final exam 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, succinctness and coherence. Students are strongly encouraged to use the Writing Center if they feel their writing ability and/or understanding of APA style may impact their 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](#) and its resources at <http://www.sjsu.edu/writingcenter/>.

### Determination of Grades

As previously described, the Paper, 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. Rubrics are provided in each assignment page. Scores for each activity/assignment can be tracked in the grades tab in Canvas™. Grades for the term paper will be graded within two weeks of 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.”

### **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.

Discussions and quizzes, have a firm deadline. Students failing to complete the activity by the close of the activity/quiz 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 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.

### **Extra Credit**

Collaboration Café is offered as a weekly discussion where students can raise questions or contribute comments that extend and clarify the material covered that week. These discussions are not graded, however, engagement and participation in three more cafés can earn five extra credit points.

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 as an announcement in Canvas and in the Module Overview the week it is announced.

### **Grading Information for GE**

“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, 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 on Monday of each week. The overview page outlines the learning objectives for that week, the required reading, and provides an outline for completing activities. The overview page also includes a list of upcoming assessments and assignments. A courtesy 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 asynchronous, 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. Completion of module pages, videos,

lectures, and activities, are the equivalent of in-class time. Attendance is equivalent to completing all module requirements each week.

I would strongly suggest that you set up Canvas notifications so that you get pinged on other devices such as frequently accessed email or smartphones, so that you can stay up with any course announcements, course releases, and due dates. 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. This was often caused by students not allocating enough time 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 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 gage 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 currently be

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. Also, I 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](#) (<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/>

Links to these policies and resources will be available in the Getting Started Module on Canvas and will be briefly reviewed in the introductory lectures.

### **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**

[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.

#### **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](#) requires students to obtain instructor's permission to record the course. The following criteria define expectations relating to recording a course.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without approval. You may not publicly share or upload instructor generated material such as exam questions, lecture notes, or homework solutions without instructor consent. This prohibition includes sharing information with third parties and on websites.



# JS136-80 / Hate & Violence in the Family & Community, Fall 2020,

## 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 19, 2020	<b>Module 1: Course Overview</b> Syllabus & Course Overview Introduction to use of Canvas in JS136 (navigating online, asynchronous course)
1		<b>Reading:</b> <b>Course Syllabus</b> <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.  Lee, B. X. (2015). Causes and cures I: Toward a new definition. <i>Aggression and Violent Behavior</i> , 25, 199-203.  <b>Activities:</b> <ul style="list-style-type: none"> <li>• Discussion (D1): Post Introduction in discussion provided</li> <li>• Complete Online Learning Readiness Assessment</li> </ul>
<b>UNIT ONE: Framing Violence and Nonviolence</b>		
2	8.24.2020	<b>Module 2: Introduction to Violence</b> Typology & Ecology of Interpersonal Violence
2		<b>Reading:</b> <b>Kemp (2017) Textbook:</b> Introduction (pp. xix-xx) Chapter 1: The Abuse Landscape (pp. 3-38)  Lee, B. X. (2016). Causes and cures VII: Structural violence. <i>Aggression and Violent Behavior</i> , 28, 109-114.  <b>Learning Activities</b> Reflection (RJ1): Personal Learning Goals and Outcomes (due Sunday, 8/23/2020 before 11:59PM). Includes: <ul style="list-style-type: none"> <li>• Readiness assessment feedback</li> <li>• Applied ecological model: Learning pathway</li> <li>• Learning style or preference</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li>Learning goals for this course</li> </ul>
3	8.31.2020	<b>Module 3: Violence Prevention</b> Public Health Model
3		<b>Required Reading</b> Mikton, Christopher R, Butchart, Alexander, Dahlberg, Linda L, & Krug, Etienne G. (2016). Global Status Report on Violence Prevention 2014. American Journal of Preventive Medicine, 50(5), 652-659. <ul style="list-style-type: none"> <li>See full 2014 report in the Reference and Resource section of Module One: Getting Started.</li> </ul> <b>Learning Activity</b> “I’m From” Poem & Reflection (CLO1; GELO1) <ul style="list-style-type: none"> <li>Applies ecological model</li> <li>Applies risk and protective factors</li> </ul>
4	9.8.2020	<b>Module 4: Seeking Nonviolence</b>
4	Labor Day 9.7.2020; module released on Tuesday	<b>Reading:</b> <b>Lee, B. (2017).</b> Causes and cures XIV: Nonviolence approaches. Aggression and Violent Behavior, 35, 97-102.  <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>  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)  <b>Learning Activity</b> Online Discussion: where – literally - do you see signs and symbols of nonviolence – share a link or a photo of a short description. Provide a brief description of how this represents nonviolence to you and how does it reflect (or contradict) what you are reading here.  <b>Assessment</b> Unit One Quiz
<b>UNIT TWO: Violence Against Children &amp; Youth</b>		
5	9.14.2020	<b>Module 5: Overview of Child Maltreatment and Abuse</b> Physical Abuse Child Neglect; Psychological Maltreatment Child Witness to Intimate Partner Violence
5		<b>Reading:</b> <b>Kemp (2017) Textbook:</b> Chapter 2: Child Physical Abuse Chapter 3: Child Neglect



Week	Date	Topics, Readings, Assignments, Deadlines
		<p style="text-align: center;">Chapter 4: Psychological Maltreatment</p> <p><b>Learning Activity</b> Post risk and protective factors for child maltreatment to shared slides, include what type of abuse the factor correlates with and the ecological system level that it reflects. See assignment for details.</p> <p><b>Assignments</b> Plagiarism tutorial completed (Report in Quiz) Research Paper Assignment introduced</p>
6	9.21.2020	<p><b>Module 6: Sexual Abuse of Children</b></p>
6		<p><b>Reading:</b> <b>Kemp (2017) Textbook:</b> Chapter 5: Child Sexual Abuse Chapter 6: Sexual Offenders</p> <p><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><b>Learning Activities</b></p> <p><b>Assignments</b> Research Paper:</p> <ul style="list-style-type: none"> <li>• Writing Groups assigned: Check into the discussion, introduce yourself, and begin to set ground rules for your group work.</li> </ul>
7	9.28.2020	<p><b>Module 7: Effects of Child Maltreatment &amp; the Neurobiology of Trauma</b></p>
7		<p><b>Reading:</b> Cross, D., Fani, N., Powers, A., &amp; Bradley, B. (2017). Neurobiological Development in the Context of Childhood Trauma. <i>Clinical Psychology: a publication of the Division of Clinical Psychology of the American Psychological Association</i>, 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 <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>Learning Activities:</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Reflection: Trauma and the Effects of Maltreatment. Apply reading and lectures. See assignment for detailed instructions. (CLO3; GELO1)</p> <p><b>Assignment</b>            Research Paper            Start research</p>
8	10.5.2020	<b>Module 8: Community Response to Child Maltreatment</b>
8		<p><b>Reading:</b>  <b>Kemp (2017) Textbook:</b>            Chapter 8: Legal and Ethical Issues in Child Maltreatment</p> <p><b>Palusci, Vincent J, &amp; Covington, Theresa M. (2014).</b> 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> <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><b>Myers, J.E.B. (2011)</b> <i>The APSAC Handbook on Child Maltreatment</i>. Sage, Los Angeles, CA. (PDF of each chapter provided)            Choose One:</p> <ul style="list-style-type: none"> <li>• <i>Chapter 1: The Child Protection System in the United States (p.3-15)</i></li> <li>• <i>Chapter 3: Child Protection System (p. 42-52)</i></li> <li>• <i>Chapter 4: Juvenile Court (p. 53-66)</i></li> </ul> <p><b>Lacey, C. (2013).</b> <i>Racial Disparities and the Juvenile Justice System: A Legacy of Trauma</i>. Los Angeles, CA, and Durham, NC: National Center for Child Traumatic Stress. (Link provided in Canvas)</p> <p><b>Learning Activities:</b>            Online, small-group discussion: Pros/Cons of Formal System Response to Child Maltreatment.</p> <ul style="list-style-type: none"> <li>• <b><u>Initial post due by Thursday, 10/08/2020 by 11:59PM</u></b></li> <li>• Response/discussion closes Sunday, 10/011/2020 before midnight</li> </ul> <p><b>Assignments:</b>            Research Paper            Submit annotated bibliography using proper APA citation and reference format (see form provided)            Peer Review of sources</p>
9	10.12.2020	<b>Module 9: Youth Violence</b> Youth Violence, Bullying, & Gangs
9		<p><b>Reading:</b>  <b>Kemp (2017) Textbook:</b>            Chapter 7: Bullying and Sibling Abuse pp. 187-214</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<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. doi.org.libaccess.sjlibrary.org/10.1016/j.avb.2013.05.001.</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> <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> <p><b>Learning Activity</b> Writing group discussion of sources. Share feedback on other group members' sources and emerging findings from the literature. Share and discuss key points. Support each other on applying proper APA format.</p> <p><b>Assessment</b> <b>Unit Two Quiz</b></p> <p><b>Assignment</b> Research Paper Develop outline with key points for each topic/content area. Paraphrase and include proper citation. Continue research as needed.</p>
<b>UNIT THREE: Violence Against Adults</b>		
10	10.19.2020	<b>Module 10: Intimate Partner Violence</b>
10		<p><b>Kemp (2017) Textbook:</b> Chapter 9: Courtship Violence and Date Rape Chapter 10: Domestic Violence</p> <p>Winstok, Z. (2016) A new definition of partner violence. <i>Aggression and Violent Behavior</i>. Volume 28, pp. 95-102.</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>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. pp. 1-24.</p> <p><b>Learning Activity:</b> TBD</p> <p><b>Assignment:</b> Research Paper</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Submit thesis statement and outline of paper with outlined key points and citation to writing group for feedback Scores based on feedback provided to other student(s)
11	10.26.2020	<b>Module 11: Abuse in Elder Adults and Sexual Minorities</b>
11		<p><b>Reading:</b>  <b>Kemp (2017) Textbook:</b>  Chapter 11: Abuse in the Relationships of Sexual Minorities  Chapter 12: Abuse of Elderly and the Disabled</p> <p><b>Learning Activities:</b>  Contribute to shared document on effects  Consider one of the effects of intimate partner violence discussed or presented in this week’s material or an effect you have seen personally or professionally that is not mentioned, and do a little research to learn more about it. Create a slide to share the information and link to your scholarly source.</p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Work on draft of research paper based on feedback</li> </ul>
12	11.2.2020	<b>Module 12: Response to Violence in Adult Relationships</b> Risk and Danger Assessment in IPV Justice System Response
12		<p><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></p> <p><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></p> <p>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, 37</i>, 545-568.</p> <p><b>Activity</b>  Review</p> <p><b>Assessment</b>  Unit Three Quiz</p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Research paper: draft paper submitted to instructor and peer for feedback</li> <li>• Review peer’s paper and submit feedback as soon as possible</li> </ul>

**UNIT FOUR: Collective Violence**

Week	Date	Topics, Readings, Assignments, Deadlines
13	11.09.2020	<b>Module 13: Community Violence</b> Sexual Violence Hate Violence
13	Veterans Day Recognized	<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</p> <p><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)</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. <i>Cardozo Law Review</i>, 37(5), 1867-1906.</p> <p><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.</p> <p>Learning Activity  Online Discussion: Domains and Ecology of Hate (see discussion for details)  Initial post due by Thursday, November 13, 2020 by 11:59PM  Engagement posts due through Sunday, November 15, 2020. Discussion closes at 11:59PM</p> <p><b>Assignment</b>  Final revisions to research paper based on peer and instructor feedback</p>
14	11.16.2020	<b>Module 14: Response to Community Violence</b>
14		<p><b>Required Reading</b>  Carbado, D. W. (2017). Predatory policing. <i>UMKC Law Review</i>, 85(3), 545.</p> <p>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.</p> <p>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></p> <p><b>Assignment</b>  Research Paper due – Final Submission  Recorded Presentation submitted (5-10min)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Due by Sunday, 11/22/2020 by 11:59PM
15	11.23.2020	<b>Thanksgiving Week - No Class</b>
<b>UNIT 5: Wrap-Up</b>		
16	11.30.2020	<b>Module 15: Family &amp; Community Violence Presentations and Discussion</b>
16		<p><b>Reading:</b> Lee, B (2017) Synthesis and Integration. <i>Aggression and Violent Behavior</i>, Vol 35 pp. 91-96.</p> <p><b>Learning Activity:</b> Discussion of presentations (see discussion for details) Initial post due by Thursday, December 3, 2020 by 11:59PM Engagement posts due by Sunday. Discussion closes at 11:59 on Sunday, December 6, 2020</p> <p><b>Assessment</b> Unit Four quiz</p>
17	12/7/2020	I will be available for questions, 12/7/2020 at 9:00AM and 7:00PM
Exam	12/10/2020	This is an online, <b>time-specific</b> Final Exam: 1715-1930 (5:15-7:30PM) <b>Respondus Lockdown Browser Required</b>
		For students with prior approval, the make-up final exam will be administered on Wednesday, Wednesday, December, 2020. 9:00AM