San José State University
Department of Justice Studies
JS136, Family and Community Violence, 02, Spring, 2021

Course and Contact Information

Instructor(s):	Maureen Lowell, MA, LMFT
Office Location:	Online only
Telephone:	(408) 246-1300
Email:	Maureen.lowell@sjsu.edy
Office Hours:	Virtual, Thursdays at 10:00 AM Pacific Time (US and Canada) https://sjsu.zoom.us/j/88076686718?pwd=c3VRczBTYXpMRWkxN2x3OHIvaWNVdz09 **Password**: Hope4Peace Or by appointment
Class Days/Time:	Online, Asynchronous (no time pattern) Weekly class lectures and activities required
Classroom:	Online, asynchronous Canvas Classroom: https://sjsu.instructure.com/courses/1418558
Prerequisites:	Upper division and completion of A3, ENGL 1B, HUM 2B, or equivalent with a C- or better OR completion of WST or WST Self-Directed Placement
GE/SJSU Studies Category:	Area S

Course Description

Examines abusive relationships and responsive community and justice system policy and preventive interventions. Topics include child abuse, neglect, gang and hate crimes, rape, marital violence and elder abuse.

The course is divided into four units that cover violence across the life span of individuals in diverse socioeconomic, ethnic and racial communities, including:
1. Framing Violence & Nonviolence
2. Violence against Children & Youth
3. Violence against Adults in Relationship
4. Collective Violence

Study of all forms of violence covered in this course includes analysis of the dynamics of power in relationships and social institutions and the social and historical processes that legitimize the misuse of power. Recurring themes include discrimination and oppression on the basis of age, gender, religion, race, ethnicity, socioeconomic status, disability, and sexual orientation. An understanding of how infant and child development is compromised by being exposed to violence, by witnessing abuse, and being the objects of maltreatment provides a developmental perspective to help understand the effects of violence and the intergenerational cycle of abusive relationships.

A key objective of this course is to help students begin to recognize attitudes and beliefs that hinder social action and perpetuate violence. Ultimately, this course seeks to foster exploration of how individuals and groups can work collectively to recognize and respond more effectively to violence in diverse communities.

Course Format

This course is delivered as an asynchronous, fully online course. That is, all instruction takes place online, with no physical or virtual in-person or on-campus meetings. There is no weekly time-pattern for class meetings.

Technology Requirements: Asynchronous Online Course

Students will need a computer and reliable internet access with sufficient bandwidth to stream YouTube videos and take online exams. SJSU has a free equipment loan program available for students if access to an electronic device is a problem (See https://www.sjsu.edu/learnanywhere/equipment/index.php for details).

Students should not rely on public hotspots, such as internet cafés or coffee shops for delivery of this course, especially for taking online exams and quizzes. These public locations often do not have adequate bandwidth, resulting in losing connection. If students have weak internet access at home, arrangements should be made to be on campus to take exams. See Learn Anywhere website (https://www.sjsu.edu/learnanywhere/equipment/index.php) for current Wi-Fi options on campus. Access to reliable internet is the responsibility of the student.

Students will also need working speakers; this may require a headset. Difficulties hearing lectures have been resolved by the student changing computers or headsets. Headphones that come with smartphones are often, but not always, sufficient.

This course is delivered via Canvas ™, SJSU's learning management system and technologies associated with Canvas. Course delivery includes lectures, learning activities, and assignment submissions.

All written assignments will be submitted via Canvas, and must be in Microsoft Word (*.doc or *.docx). If you do not currently own Microsoft Word, the software (both PC and Mac) is available for free to students: http://www.sjsu.edu/it/services/collaboration/software/instructions.php. Failure to submit assignments in proper format may result in late point deductions being applied. Be sure to SAVEAS .doc of .docx before final submission. Assignments sent as email attachments are not counted as submitted.

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 is late point deductions or a zero.

Students are not allowed to record without instructor permission

All course material developed by the instructor is the intellectual property of the instructor and is to be used for private, study purposes only, and cannot be shared publicly or uploaded without the instructor's approval (see University policy S12-7).

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy

(S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Messaging

All communication for this course is sent through Canvas, including announcements, emails, and weekly module overview pages. Students are responsible to staying up-to-date with class communication. Students are encouraged to set Canvas notifications to send notices to other technology and email to ensure prompt and consistent access to course announcements, materials, and syllabus updates. You are responsible for regularly checking with the Canvas messaging systems to learn of any updates.

Course materials such as the syllabus, additional required reading, handouts, lecture videos, assignment instructions, etc. can be found on our course site at https://sjsu.instructure.com/courses/1418558.

Each week a courtesy announcement is sent notifying students that the week's module is available. This announcement provides a link to the week's overview page. The module overview provides an outline of reading, course material, assignments, activities for that week and a step-by-step guide for successful completion of that module. The overview also includes any changes to the syllabus, including reading, due dates, or activities. This module overview is a critical introduction to the week's class content and requirements.

For help with using Canvas see *Canvas Student Resources page* at http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources.

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).

Program Information

This course is offered through the Department of Justice Studies. More information is available at www.sjsu.edu/justicestudies/.

Course Goals

It is the goal of this course to increase awareness of the social context of family and community violence and the parallels between different types of violence. Additionally, it is the goal of this course to increase critical

reflection of the perpetuation of violence through our institutional responses as well as the opportunities for informal systems to address these issues through relationships rather than power structures.

GE Learning Outcomes (GELO)

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

1. Describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality; aligned with course learning outcomes 1 and 3.

   - *Aligned with activity/assignment/experience: RJ2, RJ3, RJ5, RPD2, RP, Items on Unit Quizzes and Final*

2. Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.; aligned with course learning outcome 2.

   - *Aligned with activity/assignment/experience: RPD1, RP, Items on Unit Quizzes and Final*

3. Describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age); aligned with course learning outcome 6,

   - *Aligned with activity/assignment/experience: RJ1, RJ6, RPD3, RP, Items on Unit Quizzes and Final*

4. Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S; aligned with course learning outcomes 4 and 5.

   - *Aligned with activity/assignment/experience: RJ4, D2, D3, D4, RPD4, RP and Presentation, Items on Unit Quizzes and Final*

Course Learning Outcomes (CLO)

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

1. Define and differentiate the abuse of power and the use of violence based upon gender, ethnicity, race, religion, class, sexual orientation, disability and age (Aligns with GELO 1)

2. Identify how historical, social, psychological, economic and political factors have influenced the recognition of and response to each type of abusive relationship, (Aligns with GELO 2)

3. Demonstrate knowledge about the consequences of violence and effects on victims from diverse backgrounds, (Aligns with GELO 1)

4. Demonstrate awareness about one's own prejudicial attitudes and behaviors that tolerate and promote abusive relationships, (Aligns with GELO 3)

5. Identify ways in which individuals from diverse backgrounds and communities can prevent and intervene in each type of abusive and violent relationship, (Aligns with GELO 4)

6. Critique the current justice system response and propose ways in which greater equality and justice can be achieved in each type of abusive relationship. This involves reviewing: statutory laws, role of law enforcement, and proceedings within criminal, family and juvenile courts. (Aligns with GELO 3)

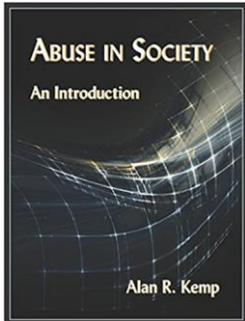## Department of Justice Study's Reading and Writing Philosophy

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully

in interrelated areas of their lives–personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program, but also over the span of a lifetime.

- *Writing is evaluated through the first quiz (Q3) and through the writing criteria included in course activity and formal research paper 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 module overview page. Access to and links to required reading not found in the textbook will be available on Canvas™ in the Module and weekly overview page.

Other technology requirements / equipment / material

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students (https://www.sjsu.edu/learnanywhere/equipment/index.php).

Proctoring Software and Exams
Exams will be proctored in this course through Respondus Monitor and LockDown Browser.

Please note, the university gives instructor's discretion to determine the method of proctoring. If cheating is suspected the proctored videos may be used for further inspection and may become part of the student's disciplinary record. Note that the proctoring software does not determine whether academic misconduct occurred, but does determine whether something irregular occurred that may require further investigation. Students are encouraged to contact the instructor if
unexpected interruptions (from a parent or roommate, for example) occur during an exam.

Library Liaison

For help with library resources and library research (including the use of databases and online research materials—such as journal search engines), students are strongly encouraged to contact the Justice Studies Library Liaison: Nyle Craig Monday, MLK Librarian (408) 808-2041 or Nyle.Monday@sjsu.edu

This is a great resource for help with library research required for your paper. I encourage you to use Nyle for your research questions and further develop your library research skills.

Course Requirements and Assignments

"Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, 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*)

As noted previously, this is an asynchronous, online course. What this means is that students must complete the class work, learning activities, and assignments based on their own schedule, rather than a class schedule assigned by the University. Modules are completed weekly.

Weekly Modules

Modules are released each week on Monday. Students are required to complete modules on a weekly basis, including lecture videos, weekly reading (combination of textbook chapters and articles) and module learning activities. Most weeks 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 should be read within 24-hours of its availability. Based on this, you will be able to plan your week to complete the required lectures and activities.

There are graded learning activities each week. Some weeks have Thursday due dates. It is your responsibility to track, schedule, and complete weekly class requirements *each* week. Failing to complete lecture videos and associated learning activities is the equivalent of not coming to class in in-person classes. You cannot expect to succeed.

In addition to completion and participation in weekly modules, students are required to complete assignments and submit them by the designated due date and time. Assignments are not specific to a single week. They are included in the weekly module overviews, so that you are able to keep track of longer term projects and assignments.

Learning Activities and Assignments

There are three evaluation areas used in this course: Module Learning Activities (MLA), Research Paper (RP), and Exams (i.e. Unit Quizzes and Final).

Module Learning Activities (30% of grade)

Module Learning Activities (MLA) are designed to facilitate learning, and integrate and apply course concepts. Learning activities are one part of our online classroom and are intended to extend and apply ideas presented in the lecture videos. Activities include reflections, online discussions, and collaborative learning projects. Activities often require reference to and application of the material presented in the reading and lectures.

Module Learning Activities are subject to change. Any changes would be based on how the class is collectively progressing toward mastery of learning outcomes. Changes would be made to facilitate the learning process.

Module Learning Activities are noted in the course schedule and will be outlined in the weekly overview pages. MLA that deviate from the posted course schedule will be noted in the overview page as a change.

Reflections (5 points each). Reflections are used to connect course material to prior learning and personal experience. This is how new ideas come to be learned and integrated into existing knowledge networks. Sometimes this involves personal reflection. 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.

There are six reflections scheduled. Reflections are due by Sunday of the activity week before 11:59PM

Reflection Topic	Due	CLO
Reflection (RJ1): Personal Beliefs and the Learning Pathway	Week 2: 2/7/2021	CLO4; GELO3
RJ2 "I'm From" Poem & Reflection	Week 3: 2/14/2021	CLO1; GELO1
RJ3 Reflection: Trauma and the Effects of Maltreatment.	Week 7: 3/14/2021	CLO3; GELO1
RJ4 Reflection: Applying reading and class lectures, discuss ethical issues raised related to our intervention in child maltreatment.	Week 8: 3/21/2021	CLO5; GELO4
RJ5 Refection on abuse of the elderly	Week 14: 4/25/2021	CLO3; GELO1
RJ6 Final Reflection: Hate and Violence in our Families and Communities	Week 15: 5/9/2021	CLO4; GELO3

Discussions (9 points each). Similar to reflections, online class discussions are intended to enhance learning. At times, students choose to share personal experiences in discussion threads. Relevant personal experience is welcomed. All posts within our course are considered confidential and should not be shared outside the class. Please respect disclosures by ensuring that what is said in our class (even on online), 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 are encouraged to extend that learning through connections to other sources or concepts from other modules.

The goal of discussions 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. See Classroom Protocol below.

Please pay close attention to posting deadlines included in the discussion instructions. The deadline for initial posts is typically Thursday of the discussion week. This initial post deadline is there to facilitate discussion among students after everyone has contributed. You typically will not be able to see other student posts until you have posted your initial discussion post, so a blank discussion board does not mean that other students are not already discussing the week's material.

The initial post due dates are not always visible in the calendar. Due dates for initial posts are clearly specified in the module overview and in the discussion instructions, as well as the course schedule in this document. Students are responsible for these due dates.

There are four grade class discussions. These are in addition to the four research project writing group discussions.

Discussion Topic	Due	CLO
Discussion (D1): Post Introduction in discussion provided	Week 1 and 2	
Online Discussion (D2): where do you see signs and symbols of nonviolence	Week 4: Initial post due by Thursday, 2/17; Response posts through Sunday, 2/21	CLO5; GELO4
Online Discussion (D3): Responding to Victim-Survivors of IPV	Week 13: Initial post due Thursday, 4/22; Response posts through 4/25. Discussion closes at 11:59 on Sunday, 11/25.	CLO4, CLO5
Discussion of class presentations (D4)	Week 16: Initial post due by Thursday, May 13, 2021 by 11:59PM Engagement posts due by Sunday. Discussion closes at 11:59 on Sunday, May 16, 2020	CLO5

Collaborative Learning Projects. There are currently two collaborative learning activities scheduled. Collaborative learning activities requires students to contribute to a shared Google Presentation and then discuss their contribution and the emerging project in an online discussion forum. See module overview and assignment for detailed instructions.

Quizzes. Practices quizzes are incorporated into the module's learning activities as are review questions. Most 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. Some modules may use practice essay questions as a learning activity, which would then be scored.

There are three graded quizzes included in the Learning Activities grade:
1. Q1 Orientation Quiz in Week 1
2. Q3: Essay question on risk and protective factors associated with child maltreatment in Week 5; sue 2/28 by 11:59 (CLO2/GELO2) *(5 points)*
3. Q4: Plagiarism tutorial and APA quiz also in Week 5, due 2/28 by 11:59

Research Project, Paper and Presentation (35%)
For this project, you will research a form of violence that has emerged as a social problem in the US. You will begin by choosing one type of violence from the topics offered. You will then be assigned to the corresponding writing group.

Instructions
1. Choose a topic from the list provided.
2. You will be put in writing groups based on your topic area.
3. Over the course of the semester, you will explore individually and together this area of violence, including the history of the problem, the prevalence, the factors associated with this form of violence, and effects and consequences.
4. Based on your research and discussions, you will produce a 6 to 8-page paper that discusses how this problem can best be addressed.

Topic Areas:

1. Hate crimes based in white supremacy
2. Sex trafficking of youth in the US
3. Teen dating/partner violence in the US
4. Sexual violence on college campuses

Over the course of the semester, you will research the aspects of this form of violence and share your findings in your writing group. Prompts will be provided for each of the writing group discussions. This series of discussions will culminate in your 6 to 8-page paper and class presentation.

Discussions (20 points; 5 points each):
In each of these discussions, you will cite your scholarly peer-reviewed articles and include a reference list. Include at least two articles per discussion topic.

1. RPD1: What risk factors are associated with this form of violence; that is, what factors are correlated with increased rates and prevalence of this form of violence? (CLO2; GELO2)

2. RPD2: Effects of this violence on its victims (CLO3; GELO1)

3. RPD3: What role has the criminal justice system played in intervening in this form of violence? What are some of the laws that have been past at the state or local level? Are there victim rights associated with this form of violence? What are the benefits and costs of this criminal justice response? (CLO6; GELO3)

4. RPD4: Thesis statement discussion. (Due 4.11.2021 by 11:59PM; discussion week) (GELO4)

Research Paper (RP) (50 points)
Due May 2, 2021by 11:59PM
Based on your research and discussions, you will produce a 6 to 8-page paper that presents the problem, including definitions of this form of violence (including laws), prevalence data (over time) and effects. You will then present findings on ways in which communities can prevent and intervene in this type of violence.

RP Required Content
1. Problem Frame (GELO1)
   a. Definitions of the problem (CLO1; GELO1)
   b. Current prevalence (e.g. number of victims, number of criminal cases, etc.) and trends in prevalence, i.e. increasing, decreasing, stable (CLO1; GELO1)
   c. Effects and consequences (CLO3; GELO1)
2. Contexts of Violence (CLO2; GELO2)
   a. Discussion of factors associated with increased rates of this form of violence
   b. Discussion of factors that decrease prevalence of this form of violence (CLO5; GELO4)
3. Strategies for Intervention and Prevention
   a. Federal and state laws addressing the problem (CLO6; GELO3)
   b. Innovative programs being used to address the problem (CLO5; GELO4)
4. Recommendations and conclusion (CLO5; GELO4)
5. Writing (Dept of JS Reading and Writing Philosophy)

Presentation
Based on your research and paper, create 3-5 slides that summarize your findings and recommendations for ways to more effectively address this form of violence beyond the justice system. Include a brief description of the scope of the problem and a short description of the formal response. Then share your ideas for change based on what you have learned. (CLO5; GELO4).

You will record your presentation to share with the class. (JS Reading and Writing Philosophy)

Quizzes & Exams (35%)

There is an online, graded quiz at the end of each unit and a final exam. Questions on unit quizzes cover material from that unit. The final exam is cumulative. See the course schedule for unit quiz dates.

All quizzes are online. Graded quizzes require Lockdown Browser. The number of questions and points on each online exam vary. Unit quizzes are shorter than the final exam. Quiz questions provide objective evaluation of course learning objectives. Points on quizzes vary, but range between *30-40 points*

The Final Exam is a scheduled, time-specific exam (see course schedule). Even though the exam follows the University exam schedule for online classes, some students have had conflicts with evening class finals. Please check the assigned exam time and notify the instructor if you have a conflict. You must notify the instructor at least two weeks prior to the scheduled exam to qualify for the alternative exam date. Make-ups are done on the assigned make-up day (time TBD). See more details about the final below.

Challenge to Exam Questions

If you wish to challenge a quiz or exam question, you can submit a brief statement in support of your answer. The support must be based on material presented in this course (readings or lectures); specific citation must be clearly noted, including page number. Your challenge must be submitted through Canvas email within 24-hours of the close of the examination. If grades are posted after the close of the exam/quiz, challenges must be submitted within 24-hours of the posted grade.

Final Examination or Evaluation

*"*Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment." (University policy S17-1 found at http://www.sjsu.edu/senate/docs/S17-1.pdf)

Students are required to make arrangements to be available for the scheduled final. Work, childcare and other obligations are not considered conflicts that exempt the student from taking the exam at the scheduled time. For conflicts with other course exams or excessive exams in one day, students are required to provide evidence of the conflict. The make-up is given on the make-up day of exams.

The final will be online, requiring Respondus Lockdown Browser and may require remote proctor (requires a camera). This is an online, time-specific final examination based on the schedule for online classes. Please make arrangements to be at your computer with all exam features activated (eg. Respondus Lockdown Browser) **5:15-7:30PM on Thursday, May 20, 2021**, based on the University exam schedule. The exam will close promptly at 7:30PM, unless accommodations allow for extended time. If this conflicts with another course, provide evidence of the conflict at least two weeks prior to the scheduled final exam. If a make-up allowed, please make arrangements to be available for the make-up exam on Wednesday, May 26, 2021.

The exam will be cumulative and will cover content from assigned readings and lecture material. The final exam will include approximately 50 points in objective questions, including multiple choice, multiple answer, true/false, and matching. The exam will also include up to six short answer/essay questions *(5 points each)* reflecting each of the GE learning outcomes.

Grading Information

Module Learning Activities and Assignments are scored using rubrics. Rubrics are available in the assignment. Students are encouraged to use the rubric to assess their work prior to assessment. The research paper and research paper discussions are scored on content. Reflections and discussions use a binary rubric where you either met criteria or you did not. Criteria include timely engagement and submission, met requirements, clear

and substantive reference to course material, extended learning through connections to other concepts or experience, etc.

Areas of Assessment:

1. Research paper = 35%
   a. Discussions = 20 points
   b. Paper = 50 points
   c. Presentation = 5 points
2. Unit quizzes and final exam = 35%
   a. Unit quizzes = 35-45 points
   b. Final Exam = 80-85 points
3. Module Learning Activities = 30%
   a. Reflection Journal = 30 points
   b. Discussions = 36 points
   c. Quizzes = ~25 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

Points are translated to a percent of total points and assigned a letter grade at the end of the semester. The following letter grades will be assigned based on percent of total points. Grades are calculated based upon the scale below:

A plus	96 to 100 percent
A	93 to 95 percent
A minus	90 to 92 percent
B plus	86 to 89 percent
B	83 to 85 percent
B minus	80 to 82 percent
C plus	76 to 79 percent
C	73 to 75 percent
C minus	70 to 72 percent
D plus	66 to 69 percent
D	63 to 65 percent
D minus	60 to 62 percent

Late Policy and Make-ups

Late submission of the research paper will result in a 4-point deduction the first day and one point each day following, including weekends. The research paper will close for submission one (1) week after the due date, unless special permission (for extenuating circumstances) has been secured prior to the due date.

Late submission of reflections will be accepted through Friday of the same week. One point in the reflection rubric is based on submission by the due date. This point would be lost, if submitting a reflection late.

Initial posts are due Thursday of the discussion week. Students failing to meet this deadline can still participate; there is a one-point deduction for late initial posts (see rubric). Discussions and quizzes, have a firm close date and time. Students failing to complete the activity by the close of the activity/quiz will receive a zero, or for discussions the criteria not yet met.

Please note, in Canvas there is a notation for open date, due date and close date. The close date for papers is not the due date. The close date includes the period during which late papers will still be accepted. Due dates are posted in the course schedule, weekly module overviews, and in the assignment. It is the student's responsibility to track due dates (including times). There is sufficient notice of these dates.

Make-ups are not available except under extenuating circumstances where documentation can be provided. Arrangements will be made on a case-by-case basis. The make-up for the final exam will be held on the University-designated make-up day. See Course Schedule for date.

Extra Credit

I do not typically offer extra credit. If extra credit is offered, it will be based on accessibility for all online students and will be announced as an announcement in Canvas and in the Module Overview the week it is announced.

Grading Information for upper division GE courses (R, S, V):

"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. <u>A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.</u>"

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. 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.

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 for successful completion of weekly course work. 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. 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 and reminders.

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; 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 university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources. 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.

University Policy Highlights

Academic Integrity
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy F15-7 requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the Student Conduct and Ethical Development website for more information.

Accommodations for Students with Disabilities
Some students struggle without realizing that they have a learning difference that can be supported through accommodations. If you feel this might apply to you, visit the Accessible Education Center (AEC) for assessment.

Presidential Directive 97-03 requires that students with disabilities requesting accommodations register with the Accessible Education Center (AEC) to establish a record of their disability.

Consent for Recording of Class and Public Sharing of Instructor Material
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.

Template reviewed and approved in December, 2020

JS136 / Family and Community Violence, Spring 2021, 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	Learning Outcomes
1	1.27.2021	**Module 1:** Introductions, Overview & Course Expectations Syllabus & Course Overview Introduction to use of Canvas in JS136 (navigating online, asynchronous course)	
1	Required Reading	Course Syllabus Articles: Rutherford, A., Zwi, A., Grove, N., & Butchart, A. (2007). Violence: A glossary. Journal of Epidemiology and Community Health, 61(8), 676-80. Lee, B. X. (2015). Causes and cures I: Toward a new definition. Aggression and Violent Behavior, 25, 199-203.	
	Module Learning Activities:	Discussion (D1): Post Introduction in discussion provided Q1 Orientation Quiz Recommended: Complete Online Learning Readiness Assessment	
2	2.1.2021	**Module 2:** Introduction to Violence Typology & Ecology of Interpersonal Violence	
2	Required Reading	Kemp (2017) Textbook: Introduction (pp. xix-xx) Chapter 1: The Abuse Landscape (pp. 3-38) Lee, B. X. (2016). Causes and cures VII: Structural violence. Aggression and Violent Behavior, 28, 109-114.	
	Module Learning Activities:	Reflection (RJ1): Personal Beliefs and the Learning Pathway (due Sunday, 2.7.2021 before 11:59PM). Includes: Applied ecological model: Learning pathway As we embark on this learning journey, reflect on your own attitudes and beliefs that tolerate or promote violence in any form RP: Research Paper Assignment introduced; sign up for topic areas	CLO4; GELO3
3	2.8.2021	**Module 3:** Violence Prevention Public Health Model	

Week	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
3	Required Reading	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. World Health Organization/London School of Hygiene and Tropical Medicine. (2010). Preventing intimate partner and sexual violence against women: Taking action and generating evidence. Geneva, World Health Organization, pp. 95. Read pages 1-10 (Introduces the Public Health Model) See full 2014 report in the Reference and Resource section of Module One: Getting Started. Textbook: Kemp (2017) Read: The Road Ahead: An Epilogue and a Way Forward. pages 477-498.	
	Module Learning Activities:	RJ2: "I'm From" Poem & Reflection Applies ecological model Applies risk and protective factors RP: Begin research	CLO1; GELO1
4	2.15.2021	**Module 4:** Seeking Nonviolence	
4	Required Reading	Lee, B. (2017). Causes and cures XIV: Nonviolence approaches. Aggression and Violent Behavior, 35, 97-102. Finkelhor, David, Ormrod, Richard, Turner, Heather, & Hamby, Sherry L. (2016). The Victimization of Children and Youth: A Comprehensive, National Survey. Child Maltreatment, 10(1), 5–25. Kemp (2017) Textbook: Chapter 2: Child Physical Abuse	
	Module Learning Activities: Assessment:	Online Discussion (D2): where do you see signs and symbols of nonviolence share a link or a photo and a short description in the shared presentation. Post a brief description of your slide and how this represents nonviolence as it relates to the reading and lecture videos. Initial post due by Thursday, 2/17; Response posts through Sunday, 2/21 Q2: Unit One Quiz	CLO5; GELO4
5	2.22.2021	**Module 5:** Overview of Child Maltreatment and Abuse Physical Abuse Child Neglect; Psychological Maltreatment Child Witness to Intimate Partner Violence	
5	Required Reading	Kemp (2017) Textbook: Chapter 2: Child Physical Abuse Chapter 3: Child Neglect Chapter 4: Psychological Maltreatment	

Week	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
	Module Learning Activities:	**Q3:** Discuss risk and protective factors for child, include what type of abuse the factor correlates with and the ecological system level that it reflects. See Module Overview for details. **Q4:** Plagiarism tutorial completed (Report in Quiz)	CLO2; GELO2
6	3.1.2021	**Module 6:** Sexual Abuse of Children	
6	Required Reading	Kemp (2017) Textbook: Chapter 5: Child Sexual Abuse Chapter 6: Sexual Offenders Anda, Felitte, Bremner, Walker, Whitfield, Perry, Dube & Giles (2006) The enduring effects of abuse and related adverse experiences in childhood: A convergence of evidence from neurobiology and epidemiology. Eur Arch Psychiatry Clinical Neuroscience Vol. 256, PP174–186 (Provided on Canvas)	
	Module Learning Activities:	RP Risk Factors Discussion: discuss factors correlated with increased rates and prevalence of this form of violence. Initial post due Thursday, 3/4/2021; Response posts through 3/7. Discussion closes 3/7 at 11:59PM	CLO2; GELO2
7	3.8.2021	**Module 7:** Effects of Child Maltreatment & the Neurobiology of Trauma	
7	Required Reading	Boullier & Blair (2018) Adverse Childhood Experiences. Paediatrics and Child Health Vol 28:3. pp. 132-137. Cross, D., Fani, N., Powers, A., & Bradley, B. (2017). Neurobiological Development in the Context of Childhood Trauma. Clinical Psychology: a publication of the Division of Clinical Psychology of the American Psychological Association, 24(2), 111–124. https://doi.org/10.1111/cpsp.12198 Child Welfare Information Gateway (2013) Long Term Consequences of Child Abuse and Neglect. Retrieved February 18, 2016. https://www.childwelfare.gov/pubpdfs/long_term_consequences.pdf. (Links available in Canvas) Perry (2009) Examining Child Maltreatment Through a Neurodevelopmental Lens (Optional)	
	Module Learning Activities: Assignment	RJ3: Reflection: Trauma and the Effects of Maltreatment. Apply reading and lectures. See assignment for detailed instructions. RP Discussion: Effects of this violence on its victims	CLO3; GELO1 CLO3; GELO1
8	3.15.2021	**Module 8**: Community Response to Child Maltreatment	
8	Required Reading	Kemp (2017) Textbook: Chapter 8: Legal and Ethical Issues in Child Maltreatment	

Week	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
		Palusci, Vincent J, & Covington, Theresa M. (2014). Child maltreatment deaths in the U.S. National Child Death Review Case Reporting System. Child Abuse & Neglect, 38(1), 25-36. Gilbert, R., Kemp, A., Thoburn, J., Sidebotham, P., Radford, L., Glaser, D., & MacMillan, H.L. (2009). Recognising and responding to child maltreatment. The Lancet (British Edition), 373(9658), 167-180. Miller, Keva M, Katharine Cahn, Ben Anderson-Nathe, Angela G Cause, and Ryan Bender. (2013) Individual and Systemic/structural Bias in Child Welfare Decision Making: Implications for Children and Families of Color. Children and Youth Services Review 35(9) pg. 1634-64 Lacey, C. (2013). Racial Disparities and the Juvenile Justice System: A Legacy of Trauma. Los Angeles, CA, and Durham, NC: National Center for Child Traumatic Stress. (Link provided in Canvas)	
	Module Learning Activities: Assignments:	RJ4 Reflection: Applying reading and class lectures, discuss ethical issues raised related to our intervention in child maltreatment. RP Discussion: What role has the criminal justice system played in intervening in this form of violence? What are the benefits and unintended consequences of this criminal justice response? Initial Post due by Thursday, March 17, 2021; Response posts 3/17-3/21. Final discussion posts due by 11:59PM 3.21.2021	CLO5; GELO4 CLO6; GELO3
9	3.22.2021	**Module 9:** Youth Violence Youth Violence, Bullying, & Gangs	
9	Required Reading	Kemp (2017) Textbook: Chapter 7: Bullying and Sibling Abuse pp. 187-214 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 *Additional Reading -- Optional* Ferguson, C., Coulson, M., & Barnett, J. (2011). Psychological Profiles of School Shooters: Positive Directions and One Big Wrong Turn. Journal of Police Crisis Negotiations, 11(2), 141-158.	
	Module Learning Activities:	None scheduled Q5: Unit Two Quiz	

Week	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
	Assessment Assignment	RP: Develop outline with key points for each topic/content area. Paraphrase and include proper citation. Continue research as needed	
10	3.29.2021	Spring Break	
10		Caesar Chavez	
11	4.5.2021	**Module 10:** Intimate Partner Violence	
11	Required Reading	Kemp (2017) Textbook: Chapter 9: Courtship Violence and Date Rape Chapter 10: Domestic Violence Winstok, Z. (2016) A new definition of partner violence. Aggression and Violent Behavior. Volume 28, pp. 95-102. Henry, C. (2017). Expanding the Legal Framework for Child Protection: Recognition of and Response to Child Exposure to Domestic Violence in California Law. The Social Service Review (Chicago), 91(2), 203-232. Baird, Stephanie L, Alaggia, Ramona, & Jenney, Angelique. (2019). "Like Opening Up Old Wounds": Conceptualizing Intersectional Trauma Among Survivors of Intimate Partner Violence. Journal of Interpersonal Violence, 00(0), 088626051984878. pp. 1-24.	
	Module Learning Activities:	RP Discussion: Thesis development RP: Thesis Statement with outline and reference page submitted by 4.11.2021 at 11:59PM	CLO5; GELO4
12	4.12.2021	**Module 12:** Response to Violence in Adult Relationships Risk and Danger Assessment in IPV Justice System Response	
12	Required Reading	Baird, Stephanie L, Alaggia, Ramona, & Jenney, Angelique. (2019). "Like Opening Up Old Wounds": Conceptualizing Intersectional Trauma Among Survivors of Intimate Partner Violence. Journal of Interpersonal Violence, 00(0), 088626051984878. pg. 1-24. Davies, J. (2011) Advocacy Beyond Leaving Hartley, Renner, & Mackel (2013) Civil Legal Services and Domestic Violence: Missed Service Opportunities. Families in Society: The Journal of Contemporary Social Services, 94(1), 15–22. DOI: 10.1606/1044-3894.4260. When Battered Women Stay: Advocacy Beyond Leaving Can be found at http://vawnet.org/assoc_files_vawnet/bcs20_staying.pdf Case study: Norman case (Provided) Jordan, M. (2014). Domestic Violence Homicide-Suicide: Expanding Intervention Through Mental Health Law. Harvard Journal of Law & Gender, 37, 545-568 *Additional Reading - Optional*	

Week	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
		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 and Chapter 11: Civil Courts and the Role of Restraining Orders	
	Module Learning Activities: Assignment:	Online Discussion (D3): Responding to Victim-Survivors of IPV Initial post due Thursday, 4/22; Response posts through 4/25. Discussion closes at 11:59 on Sunday, 11/25. RP: draft paper submitted for peer review 4.18.2021 RP: Review peer's paper and submit feedback as soon as possible	CLO4, CLO5
13	4.19.2021	**Module 11:** Abuse in Elder Adults and Sexual Minorities	
13	Required Reading	Kemp (2017) Textbook: Chapter 11: Abuse in the Relationships of Sexual Minorities Chapter 12: Abuse of Elderly and the Disabled	
	Module Learning Activities:	RJ5 Reflection on abuse of the elderly (details provided in Canvas)	CLO3; GELO1
	Assignment: Assessment:	Research Paper due 5.2.2021 Q6: Unit Three Quiz	
14	4.26.2021	Module 13: Community Violence Sexual Violence Hate Violence	
14	Required Reading	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 Aosved, A., Long, (2006) Co-occurrence of Rape Myth Acceptance, Sexism, Racism, Homophobia, Ageism, Classism, and Religious Intolerance. 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. Cardozo Law Review, 37(5), 1867-1906. *Optional Reading* Wright, Z. (2016). Hate Crimes: Clarification from Emotion Theory and Psychological Research. UCLA Journal of Islamic & Near Eastern Law, 15(1), 55-70.	
	Module Learning Activities:	RP Final Draft due 5.2.2021	

Week	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
	Assignments:	Recorded Presentation submitted (5-10min) due 5.2.2021	
15	5.3.2021	Module 14: Response to Community Violence	
15	Required Reading	Required Reading Blee, K. (2007). The Microdynamics of Hate Violence. (p. 258-270). Carbado, D. W. (2017). Predatory policing. UMKC Law Review, 85(3), 545. U.S. Department of Justice Hate Crimes Enforcement and Prevention Initiative. 2020. Improving the Identification, Investigation, and Reporting of Hate Crimes. Washington, DC: Office of Community Oriented Policing Services. DOJ Hate Crimes https://www.justice.gov/hatecrimes?utm_medium=email&utm_source=govdelivery	
	Module Learning Activities:	RJ6 Final Reflection: Hate and Violence in our Families and Communities. See prompt in the assignment. Due 5.9.2021 by 11:59PM	CLO1; GELO1
16	5.10.2021	**Module 15:** Family & Community Violence Presentations and Discussion	
16	Required Reading	Lee, B (2017) Synthesis and Integration. Aggression and Violent Behavior, Vol 35 pp. 91-96.	
	Module Learning Activities: Assessment:	Discussion of presentations (D4): See discussion for details Initial post due by Thursday, May 13, 2021 by 11:59PM Engagement posts due by Sunday. Discussion closes at 11:59 on Sunday, May 16, 2020 Q7: Unit Four quiz	
17	5.17.2021	Last Day of Class: Review	
Final Exam	Thursday, May 20, 2021*	Online, 5:15-7:30PM on Thursday, May 20, 2021	

* Students will verifiable and university recognized conflicts must notify the instructor at least two weeks prior to the exam. The make-up examination will be administered on Wednesday, May 26, 2021, 9:00-11:15AM.