

San José State University
Department of Justice Studies
JS 136, Family and Community Violence, Summer, 2019

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Office Hours:	Online via Canvas
Class Days/Time:	Online via Canvas
JS Competency Area:	Area S

Course Description

This course examines abusive relationships and responsive community and justice system policy and preventive interventions. Topics include child abuse, neglect, gang and hate crimes, rape, marital violence and elderly abuse. (*University catalog (<http://info.sjsu.edu/web-dbgen/splash/catalog.html>)*)

Justice Studies Reading and Writing Philosophy

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum.

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

Course Goals and Student Learning Objectives

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

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*:

- Homework Assignment: HW1, HW2

- Discussions: D1, D2
 - Papers: P1, P2
 - Quizzes: Q1, Q3, Q4, Q5
 - Midterm/Final Exam
2. Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.; aligned with course learning outcome 2, *satisfied by activity/assignment/experience*:
- Homework Assignment: HW1, HW2
 - Discussions: D1, D2
 - Papers: P1, P2
 - Quizzes: Q1, Q3
 - Midterm/Final Exam
3. Describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age); aligned with course learning outcome 6, *satisfied by activity/assignment/experience*:
- Homework Assignment: HW1, HW2
 - Discussion: D3
 - Papers: P1, P2
 - Quizzes: Q1, Q2, Q4, Q5
 - Midterm/Final Exam
4. Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.; aligned with course learning outcomes 4 and 5, *satisfied by activity/assignment/experience*:
- Homework Assignment: HW1, HW2
 - Discussions: D2
 - Papers: P1, P2
 - Quizzes: Q1, Q2
 - Midterm/Final Exam

Course Learning Outcomes (CLO)

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

1. Define and differentiate the abuse of power and the use of violence based upon gender, ethnicity, race, religion, class, sexual orientation, disability and age (Reflects GELO 1)
2. Identify how historical, social, psychological, economic and political factors have influenced the recognition of and response to each type of abusive relationship, (Reflects GELO 2)
3. Demonstrate knowledge about the consequences of violence and effects on victims from diverse backgrounds, (Reflects GELO 1)
4. Demonstrate awareness about one's own prejudicial attitudes and behaviors that tolerate and promote abusive relationships, (Reflects GELO 3)
5. Identify ways in which individuals from diverse backgrounds and communities can prevent and intervene in each type of abusive and violent relationship, (Reflects GELO 4)
6. Critique the current justice system response and propose ways in which greater equality and justice can be achieved in each type of abusive relationship. This involves reviewing: statutory laws, role of law enforcement, and proceedings within criminal, family and juvenile courts. (Reflects GELO 3)

Required Texts/Readings

Textbook

Gosselin, D. K. (2013)- 5th edition. *Heavy hands: An introduction to the crimes of family violence*. Prentice Hall.

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Other Readings

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

Note: Additional readings listed in the Course Schedule will be posted on Canvas or provided a web link in the syllabus.

Canvas and Technology Requirements

Technology Intensive, Hybrid, and Online Courses

This course is delivered as an asynchronous, fully online course. That is, all instruction takes place online, with no physical in-person, on campus meetings or activities required.

Students will need a computer and reliable internet access with the capacity 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. These public locations often do not have adequate bandwidth. If students have weak internet access at home, arrangements should be made to be on campus to take exams. Access to reliable internet is the responsibility of the student.

Students will need to be comfortable with Canvas™, SJSU's learning management system, and all technologies associated with Canvas. All communication and assignment submissions will be through Canvas. Students are encouraged to connect notifications to other technology and email to ensure prompt and consistent access to course materials and 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 processed by Turnitin.com, an integrated component of Canvas. Failure to comply with this could result in late point deductions or a zero if the assignment is not able to be opened and fully processed for originality.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at <http://www.sjsu.edu/advising/faq/index.htm#add>. Information about late drop is available at <http://www.sjsu.edu/aars/policies/latedrops/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

Papers (20% of final grade, 20 pts. each)

Two written assignments are required during the session. Each assignment involves library research analysis of assigned topic, integration of information covered in the course culminating in a well-written six to eight (6-8) page paper. All papers must be submitted to Canvas on or before the due date. Late papers will be docked one letter grade for every day it is late. Further details regarding each assignment will be provided in the Assignment Page in Canvas.

The two writing assignments require students to demonstrate their understanding of the course content learning outcomes (CLO'S) 1-6. Other experiences that develop mastery of the outcomes include online group discussions, exercises analyzing case vignettes, and documentary film reviews.

ASSIGNMENT No. 1: Child Maltreatment (CM) Students will read the book Sapphire, (1996) Push, as the case study for illustrating concepts. New York, NY. Vintage Books, Random House (176 pgs) ISBN: 0-679- 44626-5

ASSIGNMENT No. 2: Intimate Partner Violence (IPV) The second paper requires researching two theories and how they may be applied to domestic violence. Assignment details are provided via Canvas.

Exams (60% of final grade. Midterm 35 pts., Final 45 pts., Quizzes 40 points)

Quizzes will be given online and will consist of multiple choice, true/false and/or short answer questions. You will have approximately 15 minutes to complete each quiz and you may not pause the quiz once you begin. Please be certain you have a reliable internet connection before beginning each quiz. Each quiz will be available at 7:00am and close at 11:59pm the same day. Failure to take a quiz during the availability period will result in a score of "0" for that quiz. Make-ups will not be given for quizzes. Quizzes are open note, open book. Please complete the quiz on your own and do not collaborate with other students.

Students should assume that all material covered in the lectures and readings will be covered on the exams unless otherwise indicated. Exams will encompass multiple choice, short answer, and essay questions. Exams must be completed on the dates for which they are listed in the syllabus. Make-up exams will only be given in cases of documented medical emergencies or deaths in the family with written documentation of a legitimate excuse. Make-up exams will be different from the ones taken by the rest of the class and will likely be in essay format. If in the unfortunate event you need to miss an exam, contact the professor immediately.

Daily Discussion Participation (20% of final grade, 40 points)

In order to create a constructive and supportive learning environment, it is expected that class members will participate in online-class discussions, respect varying opinions, avoid degrading or disrespectful language, and understand the multicultural atmosphere of this learning environment. Online discussions should take place within a context of academic inquiry and in the spirit of understanding diverse perspectives and experiences. This is a time to open your minds to new ideas, to explore new concepts, so please take advantage of this opportunity. Respect and professionalism are the guiding principles of this class.

I will post and moderate a number of discussion topics to which you are expected to participate actively by posting multiple high quality course-related messages. You are expected to actively participate in an intellectual, thoughtful, and respectful manner. I will provide a General Discussion topic, which you may use to start your own discussions on relevant issues (e.g. discussing materials and questions raised in class, posing questions not covered in class, integrating information from the news and current events with topics being discussed in class). You will be expected to participate in the online discussions through both posting questions/comments and responding to questions/comments posted by other students. Because everyone can read postings on the Forum, please do not post private information.

I will post grades as we go along so you can see how you are doing. The main reasons people may lose points are because you either did not respond with high quality post or you did not support your opinion. Additionally, all questions for the entire semester are already posted so there is NO excuse for not getting your responses in on time.

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

Department of Justice Studies Course Grade Determination

Total Points	Grade	Total Points	Grade	Total Points	Grade
98.0 to 100	A plus	80.0 to 82.99	B minus	63 to 67.99	D
93.0 to 97.99	A	78 to 79.99	C plus	00.0 to 62.99	F
90.0 to 92.99	A minus	73.0 to 77.99	C		
88.0 to 89.99	B plus	70 .0 to 72.99	C minus		
83 to 87.99	B	68.00 to 69.99	D plus		

PLEASE NOTE: As a Justice Studies major, you must earn a C or better in this course. If you receive a C- or lower, you will need to retake this course in order to graduate.

University Policies

“The Office of Graduate and Undergraduate Programs hosts university-wide policy information relevant to all courses.” Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>” Please be sure to review these university policies and resources. These will be briefly highlighted in the first class.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at <http://www.sjsu.edu/larc>.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at <http://www.sjsu.edu/writingcenter>

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor>.

College of Health and Human Sciences Student Success Center

The College of Health and Human Sciences (CHHS) provides advising for undergraduate students majoring or wanting to major in programs offered in CHHS Departments and Schools.

All CHHS students and students who would like to be in CHHS are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. Looking for academic advice or maybe just some tips about how to navigate your way around SJSU? Check out the CHHS Student Success Center! It's also a great place to study, and you can check out laptops.

Location: MacQuarrie Hall (MH) 533 - top floor of MacQuarrie Hall. Contact information: [408.924.2910](tel:408.924.2910). Website: <http://www.sjsu.edu/chhs/ssc/>

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Tentative reading assignments are listed below. You are expected to complete all readings on the day they are listed and be prepared to discuss them in class.

Day	Date	TOPIC AND ASSIGNMENTS
Monday	June 3	Introduction and Course Overview
		History of Violence in the Family
		<p>Readings:</p> <ul style="list-style-type: none"> • Barner, J., & Carney, M. (2011). Interventions for intimate partner violence: A historical review. <i>Journal of Family Violence</i>, 26(3), 235-244. • Gosselin, Ch. 1 & 2 <p>Assignments: Daily Discussion #1</p>
Wednesday	June 5	Focus on Research and Theory
		<p>Readings:</p> <ul style="list-style-type: none"> • HydeNolan, M. E., & Juliao, T. (2012). Theoretical basis for family violence. Family violence: What health care providers need to know, 5-16. • <i>Review:</i> The Annie E. Casey Foundation. (2016). 2016 Kids Count Data Book. Baltimore, MD. • Gosselin, Ch. 3 <p>Assignments: Quiz #1, Daily Discussion #2</p>
Friday	June 7	Child Abuse
		<p>Readings:</p> <ul style="list-style-type: none"> • Straus, M. A. (2005). Children should never, ever, be spanked no matter what the circumstances. In D. R. Loseke, R. J. Gelles & M. M. Cavanaugh (Eds.), <i>Current Controversies about Family Violence</i> (2nd ed., pp. 137-157). Thousand Oak, CA: Sage. • <i>Review:</i> U.S. Department of Health & Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau. (2016). <i>Child maltreatment 2015</i>. • Gosselin, Ch. 4 <p>Assignments: Read PUSH for HW#1 due 6/17/19</p>
Monday	June 10	Investigating Child Abuse
		<p>Readings:</p> <ul style="list-style-type: none"> • Schene, P. (1998). Past, Present, and Future Roles of Child Protective Services. <i>The Future of Children</i>, 8(1), 23-38. • Cross, T. P., Whitcomb, D., & De Vos, E. (1995). Criminal justice outcomes of prosecution of child sexual abuse: A case flow analysis. <i>Child Abuse & Neglect</i>, 19(12), 1431-1442.

		<ul style="list-style-type: none"> Harris, S. (2010). Toward a Better Way to Interview Child Victims of Sexual Abuse. <i>National Institute of Justice Journal</i>, 267, 12-14. Gosselin, Ch. 5 <p>Assignments: Quiz #2, Daily Discussion #3</p>
Wednesday	June 12	<p style="text-align: center;">Adolescent Perpetrators</p> <p>Readings:</p> <ul style="list-style-type: none"> Heimer, K., & Coster, S. D. (1999). The gendering of violent delinquency. <i>Criminology</i>, 37(2), 277-318. Agnew, R., Brezina, T., Wright, J. P., & Cullen, F. T. (2002). Strain, personality traits, and delinquency: Extending general strain theory. <i>Criminology</i>, 40(1), 43-72. Gosselin, Ch. 6 <p>Assignments: Daily Discussion #4</p>
Friday	June 14	Midterm
Monday	June 17	<p>No assigned readings</p> <p>Assignments: Hw #1</p>
Wednesday	June 19	<p style="text-align: center;">Intimate Partner Violence</p> <p>Readings:</p> <ul style="list-style-type: none"> Michalski, J. H. (2005). Explaining Intimate Partner Violence: The Sociological Limitations of Victimization Studies. <i>Sociological Forum</i>, 20(4), 613-640. Gosselin, Ch. 7 <p>Assignments: Quiz #3, Daily Discussion #5</p>
Friday	June 21	<p style="text-align: center;">Gay and Lesbian Partner Abuse</p> <p>Readings:</p> <ul style="list-style-type: none"> Murray, C. E., & Mobley, A. K. (2009). Empirical research about same sex intimate partner violence: A methodological review. <i>Journal of Homosexuality</i>, 56(3), 361-386. Owen, S. S., & Burke, T. W. (2004). An exploration of prevalence of domestic violence in same sex relationships. <i>Psychological Reports</i>, 95(1), 129-132. Gosselin, Ch. 8 <p>Assignments: None.</p>
Monday	June 24	<p style="text-align: center;">Abuse Later in Life</p> <p>Readings:</p> <ul style="list-style-type: none"> Brandl, B. (2004). Assessing for abuse in later life. National clearinghouse on abuse in later life (NCALL): A project of the Wisconsin coalition against domestic violence.

		<ul style="list-style-type: none"> • Forum on Global Violence Prevention; Board on Global Health; Institute of Medicine; National Research Council. Elder Abuse and Its Prevention: Workshop Summary. Washington (DC): National Academies Press (US); 2014 Mar 18. II.5, ELDER FINANCIAL ABUSE. • Gosselin, Ch. 9 <p>Assignments: Quiz #4, Daily Discussion #6</p>
Wednesday	June 26	<p style="text-align: center;">Adult Perpetrators</p> <p>Readings:</p> <ul style="list-style-type: none"> • Christensen, M. C., Gill, E., & Pérez, A. (2016). The Ray Rice domestic violence case constructing black masculinity through newspaper reports. <i>Journal of Sport & Social Issues</i>. • Heise, L. (1992). Violence against women: The hidden health burden. <i>World health statistics quarterly. Rapport trimestriel de statistiques mondiales</i>, 46(1), 78-85. • Gosselin, Ch. 10 <p>Assignments: Quiz #5, Daily Discussion #7</p>
Friday	June 28	<p style="text-align: center;">Police & Court Response to Intimate Partner Violence</p> <p>Readings:</p> <ul style="list-style-type: none"> • Gosselin, Ch. 11 & 13 • Pick one article to read in addition to the text: <ul style="list-style-type: none"> ○ Stewart, C., Langan, D., & Hannem, S. (2013). Victim experiences and perspectives on police verbal violence in domestic settings. <i>Feminist Criminology</i>, 8(4), 269 – 294. ○ Cissner, A., Labriola, M., & Rempel, M. (2015). Domestic violence courts: A multisite test of whether and how they change offender outcomes. <i>Violence Against Women</i>, 21(9), 1102-1122. ○ Hirschel, D. (2008). Domestic violence cases: What research shows about arrest and dual arrest. National Institute of Justice ePub. <p>Assignments: HW #2</p>
Monday	July 1	<p>TBD</p> <p>Assignments: Daily Discussion #8</p>
Wednesday	July 3	<p>Final preparation</p> <p>Assignments: Study now and enjoy July 4th</p>
Friday	July 5	<p>Final Exam</p>