

San José State University
Department of Justice Studies
JS 136-01, Family and Community Violence, Spring, 2020

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Office Hours:	Wednesdays 12:30pm-1:30pm and online (upon request)
Class Days/Time:	Tuesday and Thursday, 3:00pm-4:15pm
Classroom:	MacQuarrie Hall Rm 523
JS Competency Area:	Area S

Course Description

This course examines abusive relationships, community responses, justice system policy, and preventive interventions. Specific topics include child physical and sexual abuse, neglect, and exploitation; juvenile delinquency and gang involvement; intimate partner violence, spousal abuse, battered women syndrome; marital, date, acquaintance, and stranger rape; elder and dependent adult abuse; violence in same sex relationships; and hate crime.

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)

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GELO 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;

GELO 2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.;

GELO 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); and

GELO 4: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

Course Learning Outcomes (CLO) (Required)

CLO 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.

CLO 2. Identify how historical, social, psychological, economic and political factors have influenced the recognition of and response to each type of abusive relationships.

CLO 3. Demonstrate knowledge about the consequences of violence and effects on victims from diverse backgrounds.

CLO 4. Demonstrate awareness about one's own prejudicial attitudes and behaviors that tolerate and promote abusive relationships.

CLO 5. Identify ways in which individuals from diverse backgrounds and communities can prevent and intervene in each type of abusive and violent relationship.

CLO 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:

- (a) Statutory laws
- (b) Role of law enforcement
- (c) Proceedings within criminal, family and juvenile courts

Required Texts/Readings

Textbook

Gosselin, D. K. (2010). *Heavy hands: An introduction to the crimes of family violence*. Prentice Hall.

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

This course is delivered online through Canvas: <https://sjsu.instructure.com>. You are automatically registered with Canvas as a registered student of the course. Links for students regarding Canvas issues and questions: <http://www.sjsu.edu/at/ec/docs/CanvasStudent%20Login%20Information.pdf> and http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial_New.pdf. Success in this course requires active participation by logging in multiple times a week for updates, announcements, to complete course assignments, take quizzes, review lectures and participate in discussions. Course material will be made available as needed and as determined by our collaborative determination of the needs of the class. Students are responsible for checking Canvas between classes for announcements and course content posting.

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 (30% of final grade, 30 pts. each)

Two written assignments are required during the semester. Each assignment involves library research analysis of assigned topic, integration of information covered in the course culminating in a well-written six to eight 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 class.

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 in-class discussions, exercises analyzing case vignettes, documentary film reviews, and an observation in either a dependency, family, or criminal court.

ASSIGNMENT No. 1: Intimate Partner Violence (IPV)

The second paper requires researching a special topic or current controversy in family violence. Assignment details to be provided in class.

ASSIGNMENT No. 2: Topic approved by professor.

Exams (45% of final grade, midterm 40 pts. And final 50 pts.)

The Midterm and Final are scheduled to take place as noted on Canvas. Students should assume that all material covered in the lectures, readings, videos, guest speakers and hand-outs 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. The make-up exam must be taken within one week of the original exam date, with the exception of the final exam which must be taken on the date scheduled.

Class Participation (10% of final grade, 20 pts.)/ Online Discussions (15% of final grade, 30 pts.)

Critical reading, thinking, and writing involve a number of practical skills. Students are expected to come to class prepared to discuss and critique the assigned readings. In order to participate, one must be in attendance. Participation includes but is not limited to in-class comments indicating knowledge of the subject matter, asking probing questions, and involvement in class activities **including group presentations, pop-quizzes, and online discussions(when assigned)**. This means that assigned readings must be read and “digested” prior to each class meeting. (SLO5)

Group Presentation (10 of the 20 participation pts): In groups, you will create a 15-20 minute presentation on some aspect of the assigned reading for that week. Your aim is to explore *the wider social context* of the material covered in the readings for that week. All group members will receive approximately the same grade on the presentation, but there may be some variation based on individual contributions and quality of the presentation.

Discussions: You are required to participate in discussions in-class and online via Canvas as assigned. Graded discussions will be used to facilitate student dialogue, an important process for learning and the integration of complex social issues. Discussions will be made available in the morning and close the same day at 11:59pm. You also typically will not have access to other posts until you have posted your initial discussion post. Instructions will be provided with each prompt. Students are responsible for all instructions. Read carefully as soon as the prompt is posted.

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.

This course will be using the +/- system on final grades based on the following percentages:

A	95-100	C	74-76
A-	90-94	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63

C+ 77-79

F 0-59

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

Academic integrity

Students should know the University's Student Conduct Code, available at http://www.sjsu.edu/studentconduct/docs/Student_Conduct_Code.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require 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, found at <http://www.sjsu.edu/studentconduct>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

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>.

CASA Student Success Center

The Student Success Center in the College of Applied Sciences and Arts (CASA) provides advising for undergraduate students majoring or wanting to major in programs offered in CASA Departments and Schools.

All CASA students and students who would like to be in CASA are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. Looking for academic advice or maybe just some tips about how to navigate your way around SJSU? Check out the CASA 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/casa/ssc/>.

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Tentative reading assignments are listed below. Schedule and readings are subject to change—you will be notified in a timely manner for changes to the schedule. You are expected to complete all readings on the day they are listed and be prepared to discuss them in class.

Week	TOPIC AND ASSIGNMENTS
1	Introduction and Course Overview
2	<p style="text-align: center;">Family Violence in a Global Context</p> <p>Readings:</p> <ul style="list-style-type: none"> • Widom, C. S. (1989). Does violence beget violence? A critical examination of the literature. <i>Psychological bulletin</i>, 106(1), 3. • Gosselin, Ch. 1 <p>Assignments: Online discussion due</p>
3	<p style="text-align: center;">History of Violence in the Family</p> <p>Readings:</p> <ul style="list-style-type: none"> • “Sobering Stats for Domestic Violence Awareness Month: Despite an increase in media attention, domestic violence still often goes unreported.” <i>U.S. News and World Report</i> • 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. 2 <p>Assignments: Group 1 present</p>
4	Focus on Research and Theory

Readings:

- HydeNolan, M. E., & Juliao, T. (2012). Theoretical basis for family violence. Family violence: What health care providers need to know, 5-16.
- The Annie E. Casey Foundation. (2016). 2016 Kids Count Data Book. Baltimore, MD.
- Gosselin, Ch. 3

Assignments:

Online discussion due
Group 2 present

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Child Abuse

Readings:

- 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.), Current Controversies about Family Violence (2nd ed., pp. 137-157). Thousand Oak, CA: Sage.
- Review: U.S. Department of Health & Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau. (2016). Child maltreatment 2015.
- Gosselin, Ch. 4

Assignments:

Online discussion due
Group 3 present

6

Investigating Child Abuse

Readings:

- Schene, P. (1998). Past, Present, and Future Roles of Child Protective Services. *The Future of Children*, 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. *Child Abuse & Neglect*, 19(12), 1431-1442.
- Harris, S. (2010). Toward a Better Way to Interview Child Victims of Sexual Abuse. *National Institute of Justice Journal*, 267, 12-14.
- Gosselin, Ch. 5

Assignments:

Online discussion due
Group 4 present

7

Adolescent Perpetrators

Readings:

- Heimer, K., & Coster, S. D. (1999). The gendering of violent delinquency. *Criminology*, 37(2), 277-318.
- Agnew, R., Brezina, T., Wright, J. P., & Cullen, F. T. (2002). Strain, personality traits, and delinquency: Extending general strain theory. *Criminology*, 40(1), 43-72.
- Gosselin, Ch. 6

Assignments:

Online discussion due
Assignment #1 due

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Intimate Partner Violence

Readings:

- Michalski, J. H. (2005). Explaining Intimate Partner Violence: The Sociological Limitations of Victimization Studies. *Sociological Forum*, 20(4), 613-640.
- Gosselin, Ch. 7

Assignments:

Online discussion due

9	<p>Midterm</p> <p><i>Assignments:</i> Online discussion due</p>
10	<p style="text-align: center;">Gay and Lesbian Partner Abuse</p> <p><i>Readings:</i></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><i>Assignments:</i> Online discussion due Group 5 present</p>
11	<p style="text-align: center;">Abuse Later in Life</p> <p><i>Readings:</i></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. • 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><i>Assignments:</i> Online discussion due Group 6 present</p>
12	<p>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: Online discussion due Group 7 present</p>
13	<p style="text-align: center;">Police Response to Intimate Partner Violence</p> <p>Readings:</p> <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. Barnett, O. W. (2000). Why battered women do not leave, part 1 external inhibiting factors within society. <i>Trauma, Violence, & Abuse</i>, 1(4), 343-372. Hirschel, D. (2008). Domestic violence cases: What research shows about arrest and dual arrest. National Institute of Justice ePub. Gosselin, Ch. 11 <p>Assignments: Online discussion due Assignment #2 due</p>
14	<p style="text-align: center;">Stalking and Homicide</p> <p>Readings:</p> <ul style="list-style-type: none"> Tucker, S., Cremer, T., Fraser, C., Southworth, C., & Violence, E. D. (2005). A hightech twist on abuse. <i>Family Violence Prevention and Health Practice</i>, 3, 15. Gosselin, Ch. 12 <p>Assignments: Online discussion due Group 8 present</p>
15	<p style="text-align: center;">Court Response to Intimate Partner Violence</p>

	<p>Readings:</p> <ul style="list-style-type: none"> • 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. • Gosselin, Ch. 13 <p>Assignments: Online discussion due</p>
16	<p style="text-align: center;">Solutions</p> <p>Chalk, R., & King, P. A. (Eds.). (1998). <i>Violence in families: Assessing prevention and treatment programs</i>. National Academies Press.</p> <p>Assignments: Discussion due Group 9 present</p>
17	Review for final exam
	Final Exam