

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

Course and Contact Information

Instructor:	Maureen Lowell, MA
Office Location:	Online Only
Telephone:	(408) 246-1300
Email:	maureen.lowell@sjsu.edu
Office Hours:	Online only: Tuesday, 9:00-10:00 via Zoom, or by appointment
Class Days/Time:	Online, asynchronous (create your own schedule)
Classroom:	Online Course at https://sjsu.instructure.com/courses/1309690
Prerequisites:	Students must have passed the Writing Skills Test (WST), have upper division standing (56 units), and have completed their CORE GE classes. Students are encouraged to have completed or be co-enrolled in 100W.
GE/SJSU Studies Category:	Area S

Course Format

Technology

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

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

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

Canvas uses Turnitin.com for originality reports. All student assignments are run through this system to ensure originality of work. To ensure processing, students are required to submit assignments as Word documents(.docx). Other formats are not able to be consistently and reliably processed by Turnitin.com, an

integrated component of Canvas. Students using Google docs or Pages will need to save documents in the .docx format. Failure to comply with this formatting requirement could result in late point deductions or a zero if the assignment is not able to be opened and fully processed for originality.

All course material developed by the instructor is the intellectual property of the instructor and is to be used for private, student purposes only with the instructor's approval (see University policy S12-7).

Messaging

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

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

Course Description

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

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

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

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

Study of all forms of violence covered in this course includes analysis of the dynamics of power in relationships and social institutions and the social and historical processes that legitimize the abuse of power. Recurring themes include discrimination and oppression on the basis of age, gender, religion, race, ethnicity,

Course Goals

It is the goal of this course to increase awareness of the social context of family and community violence and the parallels between different types of violence. Additionally, it is the goal of this course to increase critical reflection of the perpetuation of violence through our institutional responses as well as the opportunities for informal systems to address these issues through relationships rather than power structures.

GE Learning Outcomes (GELO)

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

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

Reflection: R3

Discussion: D3, D4, D5

Papers: P1

Quizzes: Q2

Final Exam

2. Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.; aligned with course learning outcome 2, *satisfied by activity/assignment/experience*:

Discussions: D8, D3

Paper: P2

Quiz: Q2

Final Exam

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

Reflections: R4, R6, R7 (final)

Discussion: D6, D7

Paper: P2

Quiz: Q3

Final Exam

4. Recognize and appreciate constructive interactions between people from different cultural, ray acog57.15 Tm0

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)

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

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

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

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

Abuja, H. (2016). The Vicious Cycle of Hate: Systemic Flaws In Hate Crime Documentation In The United States And The Impact On Minority Communities. Cardozo Law Review, 37(5), 1867-1906.

Other technology requirements / equipment / material

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

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

Library Liaison

Nyle Monday

Email:

4. Collaborative Learning discussions

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

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

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

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

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

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

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

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

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

Full assignment and grading rubric will be provided on

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

Participation activities include reflections and online discussions. Participation activities are included in weekly modules to facilitate learning and integration of material. Weekly activities are our online classroom. They are designed to facilitate and enhance learning. Participation activities are subject to change to best facilitate the learning process. Activities are outlined in the weekly acti

Final Examination or Evaluation

Small group, online activities and individually written assignments enable students to examine their own attitudes, and cultural and family beliefs about abusive relationships. The goal of the on-line discussions is to engage in meaningful dialogue about critical issues and explore practical, creative and effective community and justice system responses for preventing and intervening in violence. It is the premise of this course that, through this critical discourse, we can move toward more effective strategies that are respectful of diverse perspectives and allow us to achieve greater justice and equality.

This course is fully online. As a note of caution: online formats necessarily eliminate all the benefits of face-to-face communication that allow us to gauge the reactions of others to our comments and can give the impression of anonymity. Further, the content of this course can raise sensitive issues. Given this, students should express and conduct themselves with the utmost respect and awareness of the potential impact on others based on statements made or views expressed. Conversely, students who feel disrespected by posts are encouraged to express their experience, for the benefit of all, in a manner consistent with the same standards for awareness and respect. Perceived violations of this expectation will be first viewed as teachable opportunities communicated directly to the student or students concerned.

All things shared in class discussions should be treated as confidential. Information and stories shared should not be shared with others. Comments within the class discussions is perfectly appropriate, but should not be shared outside this forum.

Communication

If you feel confused about course material, please do not hesitate to reach out. Weekly discussions are provided for questions. I am also available to schedule phone or Zoom meetings with students to clarify material and to support student success. To schedule a meeting, it is best to send an email.

Support: 912 0 612 792 reW*nBT0 g0 G(ortTJ4.14) at 912 0 612 792 reW*nBT0 g0 G(ortTJ7ET-it6)aIer. 68Ta

Warning: The material covered in class is not hypothetical and reflects experiences shared by many individuals including individuals enrolled in this course. It is not unusual for students to have experienced the abuses discussed. These personal associations may bring up strong feelings for students. If you feel the material is bringing up issues for you that are affecting your ability to be successful in the course, please take advantage of the University counseling center and/or talk to the instructor. More information about [counseling services](http://www.sjsu.edu/counseling/) can be found at <http://www.sjsu.edu/counseling/>

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

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

The following is an agenda for the semester including topics, readings, assignments, activities and the final exam. This course schedule provides a general plan that is subject to change with fair notice. Students will be

Week	Date	Topics, Readings, Assignments, Deadlines
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Continue reading Push, by Sapphire, which will be used as a case study in Paper 1

Week Date

Week	Date	Topics, Readings, Assignments, Deadlines
7 7	Week of 9/30/2019	<p>Unit 3: Child Maltreatment Community Response to Child Abuse & Neglect & Collaboration</p> <p>Reading: Myers, J.E.B. (2011) The APSAC Handbook on Child Maltreatment. Sage, Los Angeles, CA. (PDF of each chapter provided)</p>

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

Week Date