

San José State University

- < Quizzes: Q1, Q2, Q3, Q6, Q7, Q9
 - < 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, D7, D8, D9
 - < Quizzes: Q1, Q2, Q3, Q7
 - < 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, D7, D11, D12
 - < Quizzes: Q1, Q2, Q4, Q5, Q7, Q8, Q11
 - < 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, D4, D7, D10, D11
 - < Quizzes: Q1, Q2, Q7, Q10
 - < Midterm/Final Exam

Course Learning Outcomes (CLOs) for GE66 (o) (u) (q) 0.0000912 0 612 92 reW* nBT

Canvas and Technology Requirements

Exams (55% of final grade: Quizzes 30 pts, midterm 30 pts., final 50 pts.)

Quizzes will be given online via Canvas and with Respondus Lock Down Browser enabled. Quizzes 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 following 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 (25% of final grade, 50 points- 4pts each plus 2pts for Introduction discussion)

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 eleven 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.

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

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 ac

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 major

5	Sept. 16 th Sept. 18 th	<p style="text-align: center;">Child Abuse</p> <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: Discussion #3 Quiz #4</p>
6	Sept. 23 rd Sept. 25 th	<p style="text-align: center;">Investigating Child Abuse</p> <p>Readings:</p> <ul style="list-style-type: none"> < Duron, J. (2018). Legal decision–making in child sexual abuse investigations: A mixed–methods study of factors that influence prosecution. <i>Child Abuse & Neglect</i>, 79, 302-314. < Price, E., Ahern, E., & Lamb, M. (2016). Rapport building in investigative interviews of alleged child sexual abuse victims. <i>Applied Cognitive Psychology</i>, 30(5), 743-749. < Gosselin, Ch. 5 <p>Assignments: Discussion #4 Quiz #5</p>
7	Sept. 30 th Oct. 2 nd	<p style="text-align: center;">Adolescent Perpetrators</p> <p>Readings:</p> <ul style="list-style-type: none"> < Gosselin, Ch. 6 & 7 < O’Brien, K., Daffern, M., Chua, C.M., Thomas, S. (2013). Youth gang affiliation, violence, and criminal activities: A review of motivational, risk, and protective factors. <i>Aggression and Violent Behavior</i>, 18(4), 417–425. < Supplemental/optional: <ul style="list-style-type: none"> o Heimer, K., & Coster, S. D. (1999). The gendering of violent delinquency. <i>Criminology</i>, 37(2), 277-318. o 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. <p>Assignments: Discussion #5 March 7th: Assignment #1 due</p>

Readings:

- Oct. 7th < Korey Lewis. (2015). The road to inequality is paved with good intentions: The effect of language in domestic violence statutes on male victims. *UMKC Law Review*, 83, 789-1079.
- Oct. 9th < Kimball, E. (2016). Edleson revisited: Reviewing chil

12	Nov. 4 th Nov. 6 th	<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. 11 <p>Assignments: Discussion #9 Quiz #9</p>
13	Nov. 11 th no class- Veteran's Day Nov. 13 th	<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. 12 <p>Assignments: Nov. 13th: Assignment #2 due</p>
14	Nov. 18 th Nov. 20 th	<p style="text-align: center;">Stalking and Homicide</p> <p>Readings:</p> <ul style="list-style-type: none"> < Smith-Darden, J., Reidy, D., & Kernsmith, P. (2016). Adolescent stalking and risk of violence. <i>Journal of Adolescence</i>, 52, 191-200. < Gosselin, Ch. 13

