

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*:
 - Reflections: R1, R2, R3, R4
 - Discussions: D1, D2
 - Papers: P1, P2
 - Quizzes: Q1, 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*:
 - Reflections: R2
 - Discussions: D1
 - Papers: P1, P2
 - Quizzes: Q1, 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
 - Discussion: D3
 - Papers: P1, P2
 - Quizzes: Q1, Q2
 - Final Exam
- 4.

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.

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)

integration of course concepts, and writing. Reflections are typically 250-750 words; length requirement is included in reflection instructions.

Schedule and Corresponding CLO:

#	Due Date	CLOs	GELOs
R1	2/11/2019	1, 3	1
R2	2/18/2019	1, 2	1, 2
R3	3/18/2019	1, 3, 5	1, 4
R4	5/6/2019	1, 3, 5	1, 3, 4

Grading Information

Total points for each assignment or activity are included in the activity or assignment instructions. Rubrics are used for evaluation and are provided along with the assignment/activity instructions so that students can self-evaluate before submitting assignments.

Papers. Major papers are each worth fifty points and are required to follow APA format and style for formal research papers. Points are deducted for failure to adhere to APA format. Papers are graded by content areas. Each content area is typically worth 5-10 points. Content areas are provided in the assignment description and are described as criteria in the rubric. Comments and feedback are provided both within the grading rubric and in the online document as electronic comments. If a student requires or prefers recorded evaluation, please contact me to make arrangements at least two days prior to due dates.

Discussions are typically worth nine points. Five points for the initial post and four points for the response posts. The rubrics that follow are used in scoring the discussion. Students are encouraged to evaluate their work prior to submission to be sure they have met evaluation criteria. Criteria is evaluated on a simple binary. Either you have met the criteria or you have not.

Initial Post = 5 Points

	Initial post to the discussion question or activity is complete and posted <u>on time</u> . This point is <u>not</u> earned if the assignment is submitted after the due date for initial posts (usually Thursday of the discussion week).	1
	Initial post reflected thoughtfully on the discussion prompt. The post specifically and thoughtfully addresses the discussion prompt. Read the prompt carefully.	1
	Initial post included substantive reference to concepts from the readings and course materials. May be enhanced by relevant outside sources. Cite as needed. This point is <u>not</u> earned if the student fails to specifically reference and apply ideas, facts, and/or concepts from the course material. Initial post linked	1

	in the discussion over the week or if the student fails to respond to students who have engaged with the student's post in a timely manner.	
	Response posts included substantive replies that incorporated thoughts and <u>concepts from the readings and course materials</u> . May be enhanced by relevant outside sources. Cite as needed. This point is <u>not</u> earned if the student fails to reference course material in their response posts and limits response to simple agree-disagree statements or opinion not supported or reflective of course material.	1
	Response posts were characterized by advanced critical thinking about the discussion topic in collaboration with others. These contributions stir things up, reflect deeper thinking and curiosity, ask questions, both within yourself (I've been thinking about xx) or with others (I was wondering what you think about xx) deepening the discussion and learning for both yourself and your classmates.	1
	Posts are well-written, clear and edited.	1

registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.

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. Failure to do so will result in a lower grade and could jeopardize student success. Course material is available by the beginning

week and provides an outline for completing activities. An announcement is sent via Canvas Announcements when the module is available. Students are expected to read the Module overview within 24-hours of its posting. This overview will help you gauge the work for that week and plan accordingly. It is easy to fall behind in 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.

I would strongly suggest that students set up Canvas announcements to come to other devices such as frequently accessed email or smartphones, so that you can stay up with any course announcements. I would also suggest that you check into the course every 2-3 days, just to be sure that you stay apprised of changes and keep the course in your conscious attention.

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 - because not enough time was allocated to participation and successful completion of weekly activities. 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.

Respect and Confidentiality

This class combines reading, lectures and video segments to present the conceptual material. On-line discussions and exercises are used for students to reflect on the readings, lectures, videos and data presented.

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

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](#) can be found at <http://www.sjsu.edu/counseling/>.

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. If you are looking for academic advice or even tips about how to navigate your way around SJSU, check out the CASA Student Success Center. Location: MacQuarrie Hall (MQH) 533 - top floor of MacQuarrie Hall. Contact information: 408.924.2910. Website: <http://www.sjsu.edu/casa/ssc/>. The CASA Student Success Center also provides study space and laptops for checkout.

University Policies

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on [Syllabus Information web page](#) at

<http://www.sjsu.edu/gup/syllabusinfo/>

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 notified through Canvas announcements and weekly module overviews

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Assignment: Continue reading Push, by Sapphire Paper 1 (P1): Effects of Child Maltreatment & Case Study using PUSH, due Week 7, 3/4/2019</p>
3	Week of 2/4/2019	<p>Unit 3: Child Maltreatment Overview of Child maltreatment Physical Abuse Child Neglect; Psychological Maltreatment</p>
3		<p>Reading: 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)</p> <p>Hines (2013) Textbook: Chapter 2: Child Physical Abuse Chapter 4: Child Neglect & Psychological Maltreatment</p> <p>Continue reading Push, by Sapphire</p> <p>Assignment/Activity: Reflection and Poem (R1): Ecological Systems due next week, Week 4 (2/11/2019) Paper (P1) due Week 7 (3/4/2019)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
------	------	--

This article must be substantively used in Paper 1

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)

Child Welfare Information **Gateway** (2013) Long Term Consequences of Child Abuse and Neglect. Retrieved February 18, 2016.

Week	Date	Topics, Readings, Assignments, Deadlines
------	------	--

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/s12115-016-0035-3Preview the document

Assignment/Activity:

Week	Date	Topics, Readings, Assignments, Deadlines
		Practice Quiz + essay questions Assignment: Paper 2 (P2) due Week 14, April 22, 2019
11	Week of 4/1/2019	SPRING BREAK
12	Week of 4/8/2019	

Week	Date	Topics, Readings, Assignments, Deadlines
------	------	--

Chapter 1:
Mental Health.pp.3-29
Hines (2013) Textbook: