

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

<b>Instructor:</b>	Gil Zamora, MA
<b>Office Location:</b>	MacQuarrie Hall
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<b>Office Hours:</b>	Wednesdays 12:30pm-1:30pm and online (upon request)
<b>Class Days/Time:</b>	Tuesday and Thursday, 3:00pm-4:15pm
<b>Classroom:</b>	MacQuarrie Hall Rm 523
<b>JS Competency Area:</b>	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)**

*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](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

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

. 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.*

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](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

## **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. T12 0 0TWriting Center weite i locatedrat

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Tentative reading assignments are listed below. Schedule and readings are subject to change—you will nbe







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## Midterm

Online discussion due

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### Gay and Lesbian Partner Abuse

Murray, C. E., & Mobley, A. K. (2009). Empirical research about same sex intimate partner violence: A methodological review. *Journal of Homosexuality*, 56(3), 361-386.

Owen, S. S., & Burke, T. W. (2004). An exploration of prevalence of domestic violence in same sex relationships. *Psychological Reports*, 95(1), 129-132.

Gosselin, Ch. 8

Online discussion due

Group 5 present

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### Abuse Later in Life

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

Online discussion due

Group 6 present

Christensen, M. C., Gill, E., & Pérez, A. (2016). The Ray Rice domestic violence case constructing black masculinity through newspaper reports. *Journal of Sport & Social Issues*.

Heise, L. (1992). Violence against women: The hidden health burden. *World health statistics quarterly. Rapport trimestriel de statistiques mondiales*, 46(1), 78-85.

Gosselin, Ch. 10

Online discussion due

Group 7 present

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### **Police Response to Intimate Partner Violence**

	<p>Cissner, A., Labriola, M., &amp; 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.</p> <p>Gosselin, Ch. 13</p> <p>Online discussion due</p>
16	<p style="text-align: center;"><b>Solutions</b></p> <p>Chalk, R., &amp; King, P. A. (Eds.). (1998). <i>Violence in families: Assessing prevention and treatment programs</i>. National Academies Press.</p> <p>Discussion due Group 9 present</p>
17	<b>Review for final exam</b>
	<b>Final Exam</b>