

**San José State University**  
**Department Justice Studies**  
**JS136, Hate & Violence in the Family & Community, 80, Spring 2020**

**Course and Contact Information**

Instructor:	Maureen Lowell, MA
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Office Hours:	Online only: Tuesday, 9:00-10:00 via Zoom, or by appointment
Class Days/Time:	Online,

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, study purposes only, and cannot be shared publicly or uploaded without 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 a courtesy announcement is sent notifying students that the week's module is available. This announcement provides a link to the week's overview page. The module overview provides an outline of reading, course material, assignments, activities for that week and a step-

## **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

2. Identify how historical, social, psychological, economic and political factors have influenced the recognition of and response to each type of abusive relationship, (Reflects GELO 2)
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)

### **Department of Justice Study's 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–



Papers involve application of the current literature and course material, culminating in well-written, six to eight-page papers (1500-2000 words).

The first part of paper assignments involves submitting an annotated bibliography with thesis statement. These submissions are due two weeks prior to the paper deadline. See the Course Schedule and Canvas for details.

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 presented, discussed, applied, and cited in the paper.

All papers must be submitted to Canvas™ 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

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

*Paper (P1) evaluates GELOs 1 and 2 (CLOs 1,2, and 3).*

##### *Schedule*

Full assignment and grading rubric will be provided on Canvas by Week 3.

The thesis statement and annotated bibliography for paper 1 (P1) is due Sunday, February 23, 2020 by 5:00PM (Week 5)

Paper 1 (P1) is due Sunday, March 8, 2020, before 5:00PM (Week 7)

- Assignment closes Sunday, March 15, 2020 at 12:00PM. Late submissions no longer accepted.

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

Full assignment and grading rubric will be provided on Canvas by Week 9.

### *Challenge to Exam Questions*

If you wish to challenge a quiz or exam question, you can submit a brief statement in support of your answer. The support must be based on material presented in this course (readings or lectures); specific citation must be clearly noted, including page number. Your challenge must be submitted through Canvas email within 24-hours of the close of the examination. If grades are posted after the close of the exam/quiz, challenges must be submitted within 24-hours of the posted grade.

### **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 overview pages. Changes to activities from the posted course schedule will also be noted in the overview page.

### *Reflection Journal Entries*

Students will use Google docs for their reflection journal. Each entry will be added to the same Google doc. Students will submit a link in the assignment and allow the instructor access. See details in the module overview for the first reflection journal entry and in the assignment.

Reflections are used to foster student engagement and learning and to facilitate integration of concepts presented in class. Reflections encourage students to make personal connections with experience and prior knowledge.

If students choose to relate personal experience - be assured - all personal disclosures will be handled respectfully and confidentially, unless such disclosures suggest a threat of harm to self or others, in which case information will be shared as needed to mitigate the risk of harm.

Grading rubrics are provided in the assignments. Grades on reflections are based on the student's thoroughness in addressing the reflection prompt, thoughtfulness, scholarly integration of course concepts, and writing. Reflections are typically 250-750 words. Length requirement is included in reflection instructions.

Please pay close attention to posting deadlines included in the discussion instructions. Initial post deadlines are earlier than discussion due dates. The deadline for initial posts are typically Thursday of the discussion week. This is done to facilitate discussion among students after everyone has contributed. The initial post due dates are not visible in the calendar. Due dates for initial posts are clearly specified in the module overview and in the discussion instructions, as well as the [course schedule](#) in this document. Students are responsible for these due dates. You typically will not be able to see other student posts until you have posted your initial discussion post.

Discussions cover CLOs: 1-6; GELOs: 1-4

***Schedule of Online Discussions and Corresponding Learning Outcomes***

1. Discussion (**D1**): Post Introduction in discussion provided (W1) (GELO4/CLO5)
2. Scavenger Hunt for Nonviolence (**D2**)





4. Did you link the new material to a personal experience or prior knowledge;
5. Did you present your thoughts clearly and concisely (writing)?

Reflections should be written in standard font with double-spacing but do not require the formal formatting required for major papers, such as running headers, etc. Students are required to include their name and the assignment reference, e.g. R2 Types of Child Maltreatment.

**Exam** point totals vary. Points for each quiz or exam item will be noted on the question and the total points for the exam/quiz will be listed in the exam description. Quizzes are generally around 35 points; the cumulative final exam is around 80 points.

**Writing Evaluation.** Students are expected to be able to write at an upper division level. Per GE guidelines, all writing shall be assessed for grammar, clarity, conciseness and coherence. Students are strongly encouraged to use the Writing Center on campus if they feel their writing ability and/or understanding of APA style may impact their performance on these papers. Appointments at the Writing Center should be made in advance to allow enough time to make recommended changes. Learn more about the [Writing Center](http://www.sjsu.edu/writingcenter/) and its resources at <http://www.sjsu.edu/writingcenter/>.

### Determination of Grades

Papers, Exams, and Participation are scored and make up the student's grade. Each category is weighted as indicated in [the Course Requirements and Assignments](#) section above. Items under each of these categories are weighted equally. Rubrics are provided with assignment instructions for writing activities. Scores for each activity/assignment can be tracked in the grades tab in Canvas™. Grades for major papers will be graded within two weeks following the due date for all papers submitted on time. Late papers will be graded after scores for on-time submissions have been posted.

The following letter grades will be assigned based on percent of total points. Grades are calculated based upon the scale below:

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>96 to 100 percent</i>
<i>A</i>	<i>93 to 95 percent</i>
<i>A minus</i>	<i>90 to 92 percent</i>
<i>B plus</i>	<i>86 to 89 percent</i>
<i>B</i>	<i>83 to 85 percent</i>
<i>B minus</i>	<i>80 to 82 percent</i>
<i>C plus</i>	<i>76 to 79 percent</i>
<i>C</i>	<i>73 to 75 percent</i>
<i>C minus</i>	<i>70 to 72 percent</i>
<i>D plus</i>	<i>66 to 69 percent</i>
<i>D</i>	<i>63 to 65 percent</i>
<i>D minus</i>	<i>60 to 62 percent</i>

“Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co 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.”

## **Classroom Protocol**

### **Late Policy and Make-ups**

Late submission of research papers will result in a 4-point deduction the first day and one point each day following, including weekends. Research papers are closed for submission one (1) weeks after the due date, unless special permission has been secured prior to the close.

Late submissions of reflections will be accepted for submission through Friday of the same week. One point in the reflection rubric is based on submission by the due date. This point would be lost, if submitting a reflection late.

Discussions and quizzes, will close at the due date. Students failing to complete the activity by the due date will receive a zero.

Please note, in Canvas there is a notation for *open date*, *due date* and *close date*. The close date for papers is not the due date. The close date includes the period during which late papers will still be accepted. Due dates are posted in the course schedule, weekly module overviews, and in the assignment. It is the student's responsibility to track due dates (including times). There is sufficient notation of these dates.

Make-ups are not available except under extenuating circumstances where documentation can be provided. Arrangements will be made on a case-by-case basis. The make-up for the final exam will be held on the University-designated make-up day.

### **Rewrite Policy**

Students who receive a C- or lower on the first paper are given the opportunity to rewrite their paper. If a student qualifies, an email will be sent via Canvas informing the student of the grade along with a copy of my rewrite policy and contract. This email will request that the student contact me to schedule a Zoom meeting (required) to go over the areas needed for improvement, to schedule a due date, and complete the rewrite contract. It is the responsibility of the student to follow up within three days of the email or correspondence. Final grades after rewrite submissions are scored is the average grade between the original and the resubmission. This offer is not extended on papers receiving a C or higher or for the second paper. It is also not offered for other writing assignments, such as reflections and discussion posts.

### **Extra Credit**

I do not typically offer extra credit. If extra credit is offered, it will be based on accessibility for all online students and will be nominally announced in the Module Overview for the week.

### **Grading Information for GE**

“Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co 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.”

## **Classroom Protocol**

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





# JS136-80 / Hate & Violence in the Family & Community, Spring 2020,

## 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 of any changes.

Due dates for major papers do not change, so that students can plan for these major deadlines. The final exam is scheduled based on University exam times, and so will also not change. As noted, the final is time-specific. Please plan accordingly.

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Thursday, January 23, 2020	<b>Module 1: Course Overview</b> Syllabus & Course Overview

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Continue reading Push, by Sapphire, which will be used as a case study in Paper 1 (P1).</p> <p><b>Activities</b>  Reflection on Violence (RJ2) due Sunday 2/2/2020 by 5:00PM  Collaboration Café Discussion (CC1-W2)</p> <p><b>Assignment:</b>  Paper 1 (P1): Effects of Child Maltreatment &amp; Case Study using PUSH,  Thesis and annotated bibliography due Sunday, February 23, 2020 by 5:00PM (Week 5)  Paper 1 (P1) is due Sunday, March 8, 2020 by 5:00PM (Week 7)</p>
3	Week of 2/3/2020	<p><b>Module 2: Seeking Nonviolence</b></p> <p><b>Module 3: Overview of Child maltreatment and Physical Abuse</b></p>
3	Last day to drop 2/4/2020	<p><b>Reading:</b>  Lee, B. (2017).</p>

Week	Date	Topics, Readings, Assignments, Deadlines
4	Week of 2/10/2020	<p><b>Unit 3: Child Maltreatment</b>            Physical Abuse            Child Neglect; Psychological Maltreatment            Child Witness to Intimate Partner Violence</p>
4		<p><b>Reading:</b>  <b>Hines (2013) Textbook:</b>            Chapter 4: Child Neglect &amp; Psychological Maltreatment            Kimball, E. (2016) Edleson Revisited: Reviewing Children’s Witnessing of Domestic Violence 15 Years Later. <i>Journal of Family Violence</i>, Volume 31, Issue 5, pp 625–637 (Provided on Canvas)            Finish reading Push, by Sapphire.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Thesis and annotated bibliography due next Sunday, February 23, 2020 by 5:00PM (Week 5)</p> <p>Paper 1 (P1) is due Sunday, March 8, 2020 by 5:00PM (Week 7)</p>
6 6	Week of 2/24/2020	<p><b>Unit 3: Child Maltreatment</b></p> <p><b>Effects of Maltreatment:</b> Neurobiology of Trauma</p> <p><b>Reading:</b> <b>Van der Kolk, B.,</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
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**Activities:**

Reflection (**RJ4**)-82 578.14 413.47 155.3 reW\*<sup>n</sup>BT/F2 12 Tf1 0 0 1 262.13 707.3



Week	Date	Topics, Readings, Assignments, Deadlines
		<p><b>Activity:</b>  Discussion (<b>D5</b>): Promoting Nonviolence in Intimate Relationships  Initial post due by Thursday 4/9/2020 at 5:00PM  Post responses to fellow students  Discussion closes on Sunday, 4/12/2020 at 5:00PM</p> <p>Practice Quiz + essay questions</p> <p><b>Assignment:</b>  Paper 2 (<b>P2</b>): Violence in the Family &amp; Community  Thesis statement and annotated bibliography for paper 2 (P2) is due next Sunday, April 12, 2020 by 5:00PM  Paper 2 (<b>P2</b>) due Sunday, April 26, 2020 by 5:00PM</p>
13	Week of 4/13/2020	<p><b>Unit 6: IPV (cont.)</b>  Justice System Response to Partner Abuse  Battered Women Who Kill</p>
13		<p><b>Reading:</b>  Case study: Norman case (Provided)  Jordan, M. (2014). Domestic Violence Homicide-Suicide: Expanding Intervention Through Mental Health Law. <i>Harvard Journal of Law &amp; Gender</i>, 37, 545-568.</p> <p><b>Activity:</b>  Collaboration Café (<b>CC7-W13</b>)</p> <p><b>Assignment:</b>  Paper 2 (<b>P2</b>): Violence in the Family &amp; Community  Paper 2 (<b>P2</b>) due Sunday, April 26, 2020 by 5:00PM</p>
14	Week of 4/20/2020	<p><b>Unit 7: Community Violence</b>  Stalking</p>
14		<p><b>Reading:</b>  <b>Hines, D. A., Malley-Morrison, K &amp; Dutton, L.B. (2013)</b> Family Violence in the United States: Defining, Understanding and Combating Abuse: 2nd Edition. Thousand Oaks, CA, Sage Publications, Inc.  Review Hines (2013) Chapters 5 (pp. 154-166) and 6 (pp. 199-205) on Stalking</p> <p><b>Davis (2012)</b> Why Doesn't He Just Leave Me Alone? Persistent Pursuit: A Review of Theories &amp; Evidence. <i>Sex Roles</i> Vol 66, pp. 328-339.</p> <p><b>Assignment/Activity:</b>  Collaboration Café (<b>CC8-W14</b>)  Collaboration &amp; Discussion (<b>D6</b>): Terms and Concepts Applied  Review for <b>Q4</b></p>



Week	Date	Topics, Readings, Assignments, Deadlines
17	Week of 5/11/2020 <i>Final day of</i>	