

is compromised by being exposed to violence, by witnessing abuse, and being the objects of maltreatment provides a developmental perspective to help understand the effects of violence and the intergenerational cycle of abusive relationships.

A key objective of this course is to help students begin to recognize attitudes and beliefs that hinder social action and perpetuate violence. Ultimately, this course seeks to foster exploration of how individuals and groups can work collectively to recognize and respond more effectively to violence in diverse communities.

Course Format

This course is delivered as an asynchronous, fully online course. That is, all instruction takes place online, with no physical or virtual in-person or on-campus meetings. There is no weekly time-pattern for class meetings, but there are weekly modules and learning activities that need to be completed each week.

Technology Intensive, Hybrid, and Online Courses

Students will need a computer and reliable internet access with sufficient bandwidth to stream YouTube videos and take online exams. Use of phones and iPads for course work is not advised as there is not full functionality through these platforms. SJSU has a free [equipment loan program](#) available for students if access to an electronic device is a problem (See <https://www.sjsu.edu/learnanywhere/equipment/index.php> for details).

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, resulting in loss of connection. If students have weak internet access at home, arrangements should be made to be on campus to take exams. See [Learn Anywhere](#) website (<https://www.sjsu.edu/learnanywhere/equipment/index.php>) for current Wi-Fi options on campus. Access to reliable internet is the responsibility of the student.

Students will also need working speakers; this may require a headset. Difficulties hearing lectures have been

Department librarians are a great resource for help with the library research that is required for your paper. I encourage you to use Nyle for your research questions and further develop your library research skills.

Course Requirements and Assignments

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities. Other course structures will have equivalent workload expectations as described in the syllabus.”

Learning Activities, Assessments, and Assignments

research papers will be due by March 20th and the Community Violence topics will be due April 24th. This allows students to choose the due date that fits best with their other obligations.

A.1 Research Paper

As we pursue

Grading Information

us to learn together from the questions people have. Asking other students often creates more confusion and misinformation. If things are not clear, please ask for clarification.

Because there are no in-person meetings, asynchronous courses are easy to put-off; they are easy to let slide. Students who struggle, fall behind early. Don't let this happen to you. Here are some pro-tips for success.

1. Keep in mind that a new module is released each Monday and learning activities are due each week by or before Sunday. Weeks with discussions require an initial post by Thursday of that week.
2. Read the module overview page each Monday. The Module Overview page is the start to each new module. Due dates are included in the overview page and in assignments.
3. After reading the overview page for that week's module, if you have any questions about what is required for the week or when things are due, ask. Post a question in the Collaboration Café or send me an email in Canvas. Either way, be sure to let me know if things feel unclear and let's get them clarified for you and others.
4. Schedule the time you need to complete the activities for that week.
5. Include in your week's schedule the time and place you will complete the work. If this can be the same place and time from week-to-week, even better.
6. Stay on top of deadlines both for the week and for any long term due dates. See the Course Schedule at the end of this document to plan your semester.
7. And, did I mention, if you have questions, ASK. I am here for you.

Respect and Confidentiality

This class combines reading, lectures and video segments to present the conceptual material. On-line discussions and learning activities are used for students to reflect on the readings, lectures, videos and data presented. 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, asynchronous formats necessarily eliminate all the benefits of face-to-face and timely communication that allow us to gauge the reactions of others to our comments. This can also give us the impression of anonymity. Additionally, 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 of posts on others based on statements made or views expressed. Conversely, students who feel disrespe

Week	Date	Topics, Readings, Assignments, Deadlines
	Activities, Assignments, Assessments:	<p data-bbox="418 174 1406 243">Lee, B. X. (2016). Causes and cures VII: Structural violence. <i>Aggression and Violent Behavior</i>, 28, 109-114.</p> <p data-bbox="418 264 1369 338">A.1 Research Paper & Final Presentation Assignment Introduced (Choice) 1. Familynt</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>publication of the Division of Clinical Psychology of the American Psychological Association, 24(2), 111–124. https://doi.org/10.1111/cpsp.12198</p> <p>Child Welfare Information Gateway (2013) Long Term Consequences of Child Abuse and Neglect. Retrieved February 18, 2016.</p> <p>https://www.childwelfare.gov/pubpdfs/long_term_consequences.pdf. (Links available in Canvas)</p> <p>Perry (2009) Examining Child Maltreatment Through a Neurodevelopmental Lens (Optional)</p>
	Activities, Assignments, Assessments:	This is a good week to participate in the Unit Discussion. See prompt in D.3 .
8	3.14.2022	Module 8: Community Response to Child Maltreatment
8	Required Reading	Kemp (2017) Textbook: Chapter 8: Legal and Ethical Issues in Child Maltreatment

Week

Week	Date	Topics, Readings, Assignments, Deadlines
		Initial posts encouraged over unit modules (deadline Thursday, 5.5.22); response posts encouraged throughout the unit, due by Sunday, 5.8.22
15	5.2.2022	Module 14: Response to Community Violence
15	Required Reading	Blee, K. (2007). The Microdynamics of Hate Violence. (p. 258-270). Carbado, D. W. (2017). Predatory policing. UMKC Law Review, 85(3), 545. U.S. Department of Justice Hate Crimes Enforcement and Prevention Initiative. 2020. Improving the Identification, Investigation, and Reporting of Hate Crimes. Washington, DC: Office of Community Oriented Policing Services. DOJ Hate Crimes https://www.justice.gov/hatecrimes?utm_medium=email&utm_source=govdelivery
	Activities, Assignments, Assessments:	D.5 Unit Four Discussion: Initial posts due by Thursday, 5.5.22; Response posts due by Sunday, 5.8.22 Q.6 Unit Four Quiz
	Final Unit	Unit Five: Wrapping up with Visions for Change
16	5.9.2022	Module 15: Family & Community Violence Presentations and Discussion
16	Required Reading	Lee, B (2017) Synthesis and Integration. Aggression and Violent Behavior, Vol 35 pp. 91-96.
	Activities, Assignments, Assessments:	D.6 Student Presentation discussion = 10 points Initial Post due by Thursday, 5.12.2022 Response posts due 5.15.2022
17	5.16.2022	Last Day of Class (Last day of instruction): Optional Review Session
Final Exam	Thursday, May 19, 2022*	Online, time-specific final exam (cumulative) 5:15-7:30PM on Thursday, May 19, 2022

* Students with verifiable and university recognized conflicts must notify the instructor at least two weeks prior