

San José State University
Department of Justice Studies
JS 136, Sec 80, Family and Community Violence, Spring 2023

Instructor:

Sheree Martinek

Canvas and Technology Requirements

Technology Intensive, Hybrid, and Online Courses

This course is delivered as an asynchronous, fully online course. That is, all instruction takes place online, with no physical in-person, on campus meetings, or activities required. There are no scheduled Zoom meetings for this course.

Students will need a computer and reliable internet access with the capacity to stream YouTube videos and take online exams. Students should not rely on public hotspots, such as internet cafés or coffee shops for delivery of this course, especially for taking online exams. These public locations often do not have adequate bandwidth. If students have weak internet access at home, arrangements should be made to be on campus to take exams. Access to reliable internet is the responsibility of the student.

Students will need to be comfortable with Canvas associated with Canvas access at home, and

Exams (50% of final grade: Quizzes 20 pts, Midterm 30 pts., Final 50 pts.)

Quizzes are due according to the date on the syllabus (always a Wednesday) by 11:59PM. They will become available the Monday prior. 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. 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, 25 points)

Discussions will open one week prior to their due date (always on a Wednesday). 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 the 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 and experiences.

University Policies

5	02/22	<p style="text-align: center;">Child Abuse</p> <p>Readings: Required: 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. Review: U.S. Department of Health & Human Services, Administration for Children & Youth Services (2016). <i>Child maltreatment 2015</i>. Gosselin, Ch. 4</p> <p>Assessment due: Quiz #2</p>
6	03/01	<p style="text-align: center;">Investigating Child Abuse</p> <p>Readings: Required: <ul style="list-style-type: none"> o 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. o 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> <p>Assignment due: Discussion #3</p>
7	03/08	<p style="text-align: center;">Adolescent Perpetrators</p> <p>Readings: Gosselin, Ch. 6 & 7 Required: Uchiyama, S., & 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. SugTJETQ58 reWI.1d:</p>

13	04/19	<p style="text-align: center;">Adult Perpetrators</p> <p>Readings: Required: <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. World health statistics quarterly. <i>Rapport trimestriel de statistiques mondiales</i>, 46(1), 78-85. Gosselin, Ch. 11</p> <p>Assignment due: Discussion #5</p>
14	04/26	<p style="text-align: center;">Police Response to Intimate Partner Violence</p> <p>Readings: Suggested: <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. ○ Suggested: 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. Required: Hirschel, D. (2008). Domestic violence cases: What research shows about arrest and dual arrest. National Institute of Justice ePub. Gosselin, Ch. 12</p> <p>Assignment due: Assignment #2</p>