

San José State University

College of Applied Sciences and Arts / Department of Justice Studies JS 136-01, Family and Community Violence, Spring 2019

Course and Contact Information

Instructor:	Natalie Birthelmer
Office Location:	HB 125
Telephone:	(408) 924-2753 x42753 – email is the best way to reach me!
Email:	natalie.birthelmer@sjsu.edu
Office Hours:	M 1:15PM-3:15PM – email me for an appointment please! If you wish to schedule an online office hour, please email me.
Class Days/Time:	Hybrid: Online and in-person on W 1:30PM-2:45PM
Classroom:	MHQ 523
Prerequisites:	Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended.

Course Format

Technology Intensive, Hybrid, and Online Courses

This course adopts a hybrid delivery format. We will meet in-person on Wednesdays from 1:30PM to 2:45PM.

You are required to complete the online portion, which includes any readings, assignments, videos, and discussions assigned on Canvas **prior** to our in-person meeting.

See [University Policy F13-2](http://www.sjsu.edu/senate/docs/F13-2.pdf) at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://one.sjsu.edu) on [Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> to learn of any updates.

Course Description

Examines abusive relationships and responsive community and justice system policy and preventive interventions. Topics include child abuse, neglect, gang and hate crimes, rape, marital violence and elderly abuse.

GE Area: S

Note: All SJSU Studies courses require completion of the WST and upper division standing. Completion of, or co-registration in, 100W is strongly recommended. A grade of "C" or better is required for graduation.

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. (GELO1)
2. Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S. (GELO2)
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). (GELO3)
4. Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S. (GELO4)
5. Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues. (GELO5)

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. Confidently discuss contemporary issues in family and community violence. (CLO1)
2. Make critical assessments of and draw logical conclusions about readings on family and community violence. (CLO2)
3. Write a research paper examining an issue related to family or community violence. (CLO3)
4. Students should read, write, and contribute to discussion at a skilled and capable level. (CLO4)

Required Texts

Hines, D.A, Malley-Morrison, K. & Dutton, L.B. (2013). *Family violence in the United States: Defining, understanding, and combating abuse (2nd Ed.)*. Thousand Oaks, CA: Sage Publications, Inc. (ISBN: 9781412989008)

Other Readings

Additional readings will be posted on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>.

Consider investing in an APA style guide, there are many different formats including a pocket size one, that are very affordable (e.g. ISBN: 9781433805608).

Library Liaison

Silke Higgins, silke.higgins@sjsu.edu

Course Requirements and Assignments

1. Late work will not be accepted.
2. Assignment will be submitted to Canvas unless otherwise directed.
3. E-mailed assignments will not be accepted. Assignments will be submitted to Canvas unless otherwise directed. If you have issues uploading to Canvas, it is your responsibility to contact the IT department and resolve the issue. I will not accept technical issues as an excuse for late or missing assignments.
4. Assignments must include proper APA citation. Students must reference their journal articles in APA-style formatting. Students should refer to an APA style guide or the Online Writing Lab (OWL) from Purdue University at <https://owl.english.purdue.edu/owl/section/2/10/> if unclear about APA guidelines on in-text citations and reference pages.

Participation (GELO1-5 & CLO1, CLO2, CLO4)

This class should be engaging for everyone, and therefore relies on student participation. All students will be expected to have read all assigned readings and completed any assignments before class, to be able to successfully participate in class discussions. Come to class ready to engage, debate, and discuss! Your participation grade will not be based on simply being present in the classroom but on meaningful participation.

Reading Responses (GELO1-5 & CLO1, CLO2, CLO4)

Students will write weekly reading responses to the required readings. You will choose one of the discussion questions listed at the end of one of the chapters assigned for the week the assignment is due (not on readings assigned in a past week) to reflect on the reading.

Reading responses are due on Mondays as listed on the Course Schedule (below) at 12:00AM on Canvas. Late work will not be accepted. Reading responses should be no less than one (1) page and no more than two (2) pages long, and must be written in formal English, in Times New Roman, 12pt. font, and double-spaced. You must cite the chapter at least one (1) time in your reading response and show that you have read and understood the material through informed discussion. All citations and references must be in APA-style formatting.

Please make sure to write the question you chose at the top of the page (this reciting of the question does not count as part of your page requirement) and do not put your name or the class information on the paper.

Research paper (GELO1-5 & CLO1-4)

Each student will write a research paper on a topic of their choice pertaining to an issue related to family or community violence, using at least six (6) peer-reviewed journal articles that were not used in class. To find peer-reviewed journal articles, visit the King Library's journal database at <http://libguides.sjsu.edu/az.php>. The best source for full-length, peer-reviewed articles is Academic Search Complete. Students must reference their journal articles in APA-style formatting. Students should refer to an APA style guide or the Online Writing Lab (OWL) from Purdue University at <https://owl.english.purdue.edu/owl/section/2/10/> if unclear about APA guidelines.

Students must clear their topics with me. A handout detailing the expectations, content, formatting, and submission requirements will be provided on Canvas.

Presentation (GELO1-5 & CLO1, CLO2, CLO4)

In groups of up to 4, you will sign up to present a topic related to family and community violence by completing a series of tasks, including: (1) summarizing the issue (2) discussing past approaches/attempts to resolve the

issue, (3) presenting ideas of policy changes to resolve the issues presented and (4) generating discussion questions. Each member of the group will present one task, but your presentation must be cohesive. As a group, you will create a power point to guide your presentation. Your discussion of the material should be thoughtful and analytical, and invite participation by all students. For grading, you will receive both individual and group grades. Further instructions and expectations will be discussed.

Final Examination or Evaluation (GELO1-5 & CLO1, CLO2, CLO4)

The final exam is cumulative and will include multiple choice, short, and long answer questions. The midterm will cover materials from the textbook, assigned readings, and class activities. The final exam will be taken at the time of the scheduled in-class final on Canvas.

“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 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.”

Grading Information

Department of Justice Studies Course Grade Determination

Total Points	Grade	Total Points	Grade	Total Points	Grade
98.0 to 100	A plus	84.0 to 87.99	B	71.0 to 73.99	C minus
94.0 to 97.99	A	81.0 to 83.99	B minus	68.0 to 70.99	D plus
91.0 to 93.99	A minus	78.0 to 80.99	C plus	64.0 to 67.99	D
88.0 to 90.99	B plus	74.0 to 77.99	C	61.0 to 63.99	D minus

Determination of Grades

Presentation	100 pts / 20%
Research Paper	100 pts / 20%
Participation	100 pts / 20%
Reading Responses	100 pts / 20%
Final	100 pts / 20%

Total 500 pts / 100%

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

Students are expected to:

1. Come to class prepared and participate
2. Complete all readings and assignments as scheduled on the syllabus
3. Check canvas and mysjsu regularly and be aware of any changes in the class schedule

4. Be respectful to their classmates in discussions and debates
5. Turn off their cell phones while class is in session

Late work will not be accepted. Assignments will be submitted to Canvas unless otherwise directed. E-mailed assignments will not be accepted. If you have issues uploading to Canvas, it is your responsibility to contact the IT department and resolve the issue. I will not accept technical issues as an excuse for late or missing assignments.

General questions (format, deadlines, etc.) can be posted use the course Q&A Board on Canvas.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please inform me immediately by emailing me or by making an appointment with me as soon as possible. [Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) to establish a record of their disability.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Department of 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.

JS 136-01 / Family and Community Violence,

Spring 2019, W 1:30PM – 2:45PM & Online

The following schedule is subject to change; advance notice of any changes will be posted as early as possible on Canvas.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Online	Due: Getting Started Module Quizzes Read: Getting Started Module and Syllabus Watch: Tough Guise (available thorough SJSU library/Kanopy)
	W – 1/30	Introduction & Review of Syllabus Discussion of Tough Guise
2	Online	Due: Reading Response 1 (due Monday 2/4) Read: Part 1: Defining and Understanding Abuse
	W – 2/6	Discussion of definitions of abuse and theories of family violence
3	Online	Due: Reading Response 2 (due Monday 2/11) Read: Part 5: Cultural Issues in Family Violence; Chapter 11 (Ecological Contexts) and Chapter 12 (Racial/Ethnic Issues)
	W – 2/13	Discussion of Cultural issues in family violence
4	Online	Due: Reading Response 3 (due Monday 2/18) Read: Part 2: Child Maltreatment Watch: The Gypsy Rose Blanchard Story OR Capturing the Friedmans
	W – 2/20	Discussion of child maltreatment and abuse
5	Online	Due: Reading Response 4 (due Monday 2/25) Read: Part 3: Intimate Partner Maltreatment; Chapter 5 (Female) and 6 (Male) Watch: Private Violence
	W – 2/27	Discussion of IPV
6	Online	Due: Reading Response 5 (due Monday 3/4) Read: Brock Turner Victim Letter Watch: Weinstein (Frontline S36 E6)
	W – 3/6	Discussion of rape and recent media cases
7	Online	Due: Reading Response 6 (due Monday 3/11) Read: Part 3: Intimate Partner Maltreatment; Chapter 7 (College Students) Watch: The Hunting Ground

Week	Date	Topics, Readings, Assignments, Deadlines
	W – 3/13	Discussion of IPV and Rape on college campuses
8	Online	Due: Reading Response 7 (due Monday 3/18) Read: Part 4: Other Types of Family Maltreatment; Chapter 9 (Older Adults) Watch: Life and Death in Assisted Living (Frontline S31 E13)
	W – 3/20	Discussion of Maltreatment of Older Adults
9	Online	Work on your Research Paper
	W – 3/27	Research Paper discussion Due: Research Paper (due Friday 3/29)
10	M – 4/1	Spring Break
	W – 4/3	Spring Break
11	Online	Due: Reading Response 8 (due Monday 4/8) Read (Canvas): Roe-Sepowitz, D.E. et al. (2014). Victim or whore: The similarities and differences between victims' experiences of domestic violence and sex trafficking. Watch: Me Facing Life: The Cintoya Brown Story
	W – 4/10	Discussion of Sex Trafficking and Violence
12	Online	Due: Reading Response 9 (due Monday 4/15) Read (Canvas): Howell, J.C. & Howell, M.Q. (2018). Serious gang problems in the United States: What to do? Watch: A Week in Watts (Netflix)
	W – 4/17	Discussion of impact of gang violence on communities
13	Online	Reading Response 10 (due Monday 4/22) Read (Canvas): Hate Crimes
	W – 4/24	Presentations
14	Online	Discussion Board: Hate Crimes
	W – 5/1	Presentations
15	Online	Discussion Board
	W – 5/8	Presentations
16	Online	Final Review

Week	Date	Topics, Readings, Assignments, Deadlines
Final Exam		Canvas