

San José State University

Sociology and Interdisciplinary Social Sciences  
Sociology 151, Violence in the Family, Spring, 2023

**COURSE AND CONTACT INFORMATION**

Instructor:	Soma de Bourbon, Ph.D.
Office Location:	DMH 238A
Telephone:	N/A
Email:	soma.debourbon@sjsu.edu
Office Hours:	Mondays and Wednesdays 1:30-2:30 PM
Class Days/Time:	Mondays and Wednesdays 4:30-5:45 PM
Classroom:	DMH 231

**COURSE DESCRIPTION**

A sociological examination of violence in families focusing on the causes and consequences of violence and on the ways in which various social institutions and community agencies respond to violence among intimates.

**COURSE FORMAT**

This class meets in person in DMH 231.

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on Canvas. You are responsible for regularly checking with the messaging system through MySJSU (or other communication systems as indicated by the instructor). To log onto Canvas, go to <https://one.sjsu.edu/>

**COURSE LEARNING OUTCOMES (CLO)**

CLO	Measurement
Provide examples for some of the sociological theories that address family violence.	<ul style="list-style-type: none"><li>• Midterm and final exam</li><li>• Reading Quick Notes</li><li>• In-class exercises</li></ul>
Discuss some of the lived consequences of family violence.	<ul style="list-style-type: none"><li>• In-class discussions of personal experiences of family violence.</li><li>• In-class group analysis of Ted Talks</li><li>• Film notes/discussions</li><li>• Reading Quick Notes</li></ul>
Identify and describe from a sociological perspective some of the factors that increase a family or individual's risk of surviving family violence or becoming a perpetrator of family violence.	<ul style="list-style-type: none"><li>• Midterm and final exam</li><li>• Reading Quick Notes</li></ul>

Compare some of the intervention strategies utilized by hospitals, police officers, the courts, and community agencies.

- Midterm and final exam
- Reading Quick Notes

## REQUIRED TEXTS / READING

- Hattery, Angela and Earl Smith. *The Social Dynamics of Family Violence*. Boulder: Westview Press, 2012. ISBN: 978-0-8133-4463-8 (paper) ISBN: 978-0-8133-4562-8 (e-book).
- Katz, Jackson. *The Macho Paradox: Why Some Men Hurt Women and How All Men Can Help*. Sourcebooks, Inc. Naperville, IL. ISBN: 978-1-4022-0401-9 (paper), online also acceptable.
- *Other required readings* are available on Canvas and/or the internet.

## 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, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

**\*\*If you are struggling or think you may fail the class, please come and see me during office hours. The earlier you talk with me, the more I can assist you. Please do not come to discuss passing the class in the last three weeks of the semester.**

### Exams

#### Midterm Exam (25%)

#### Final Exam (25%)

There will be two exams for this course, one midterm and one final. The exams will consist of multiple choice, true/false, and short answers based on the readings, classroom presentations, and discussions. A makeup of a missed exam requires an official notice from a doctor, court officer, or other official. Exams will take place on Canvas.

### Reading Quick Notes/Summary (20%)

To include in your Quick Notes/Summary

- In your own words, write at least three statistics, facts, or points the author makes from the reading (not quotes).
- Write at least one paragraph on something you found interesting from the reading.
- Turn in your assignment by the due date. These will be turned in on Canvas.
- You will turn in 9 Quick Notes/Summaries over the semester.
- Your lowest score will be dropped.
- Do not turn in a page of quotes.
- Make sure the writing is in your own words.
- Your Turnitin Score must be under 10% for credit for this assignment.

### Participation/Discussion/Films (15 %)

You receive points for showing up to class and doing the in-assignment on days we do in-class assignments. Points are not assigned based on how many times you raise your hand or talk in class. Some students do not enjoy talking in front of the class, and other students enjoy it. I would like every person to participate as much as they are able. See classroom protocol for use of devices, which is a different issue. In addition, there will be a couple of times this semester where you will not come to campus for class. For those dates, I will assign something, and you will turn in your notes and/or post to a discussion board. For specifics, please see Canvas.

\* I will drop one your lowest score in this assignment group.

## **CONNECTION PROJECT (15 %)**

In order to learn about the impacts of family violence, write about your experience of family violence OR review a peer-reviewed article (not one of the ones from our class) on some aspect of family violence. After you do one of those two options, connect what you wrote about to one of the ideas from lecture or from the class readings. This assignment can be turned in late for full credit. Only write about your personal experience if you are comfortable doing so. Please do not write about your own family violence if you feel uncomfortable writing about it. We will discuss this more in class.

### ***Part 1: Summary***

For both options, you will write a summary. You will write your summary in your journal.

- 1) Option 1: Review a peer-reviewed article on some aspect of family violence and write a summary of the article you read.
- 2) Option 2: Discuss the impact of family violence on your life. How has the violence you experienced affected you and/or your family? If you share your experience, please only share what you are comfortable sharing. If you choose to share your story, below are some ideas (these are just ideas--it is your story, so write what makes sense to you).
  - sibling violence
  - domestic or intimate partner violence
  - child molestation
  - Map out your family lineage of violence. How were your parents, grandparents, aunts, and uncles affected by family violence
  - Physical or psychological abuse from a partner, parent or guardian

### ***Part 2: In-class presentation.***

You will present either the article you researched or your own experience.

## **LATE POLICY**

I will accept assignments turned in to me before class up until one week past the due date (it will be set up on Canvas to accept the assignment up to one week past the due date). I will not accept assignments through email. If you turn in the assignment late, you will receive partial credit, up to one half of the full credit for the assignment.

## **CLASSROOM PROTOCOL**

You are expected to arrive on time, participate in class discussions, and to be attentive during lectures and discussions. It is important to be courteous and respectful to your peers as well as to the instructor. Please refrain from using computers (unless typing notes from lecture for Sociology 151), cell phones, earphones or other devices during class. When someone is using their phone or browsing the web on their computer, it is difficult to lecture, and makes discussions impossible. It is also distracting to other students. We do activities in class, so if you cannot participate in class without your technology, you should find another class.

If you are using your phone or computer while in class (unless cleared ahead of time), you may be asked to leave for the rest of the class period. If you are talking while the professor is lecturing or other students are presenting, you may be asked to leave for the remainder of the class period. This is not meant as a punishment; it is meant to ensure the wellbeing of the class as a whole. If you come to class, I expect you will give the class your full attention.

**PHONE:** I do not check the phone assigned to me, so please see me in class or during office hours for any important issues.

## **UNIVERSITY POLICIES**

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

## SJSU COUNSELING SERVICES

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](#).

## GRADING

Percentage	Grade Assigned
100 or higher	A+
93-99	A
90-92	A-
88-89	B+
83-87	B
80-82	B-

78-79	C+
73-77	C
70-72	C-
68-69	D+
63-67	D
60-62	D-
59-	F

Assignment	Percentage of Final Grade
Reading Quick Notes	20
Discussions (In class and online) and film notes	15
Connection Project	15
Midterm	25
Final Exam	25
TOTAL	100

## Course Schedule

Week	Dates	Topics, Readings, Assignments, Deadlines are subject to change with adequate notice
1	Jan 25,	<b>TOPICS: Introductions</b>
2	Jan 30, and Feb 1	<b>TOPICS: Historical Perspectives</b> <b>READINGS:</b> <ul style="list-style-type: none"><li>Hattery and Smith, Chapter 1-3 (Hattery and Smith Book—access online through the library)</li></ul> <b>DUE:</b> <ul style="list-style-type: none"><li>Reading Quick Notes 1: due</li></ul>

3	Feb 6, 8	<p><b>TOPICS: Listening to Victims and Elder Abuse</b></p> <p><b>READINGS:</b></p> <ul style="list-style-type: none"> <li>• Katz, Chapter 1 through the end of chapter 3 (Katz Book—you can access online through the library)</li> <li>• Hattery and Smith, Chapter 5 (Hattery and Smith Book—you can access online through the library)</li> </ul> <p><b>DUE:</b></p> <ul style="list-style-type: none"> <li>• Connection Summary: due 2/6</li> <li>• Reading Quick Notes 2: 2/8</li> </ul>
4	Feb 13, 15	<p><b>TOPICS: Child Abuse</b></p> <p><b>READINGS:</b></p> <ul style="list-style-type: none"> <li>• Hattery and Smith, Chapters 6 and 7 (Hattery and Smith Book—access online through the library)</li> </ul> <p><b>DUE:</b></p> <ul style="list-style-type: none"> <li>• Reading Quick Notes 3: 2/13</li> </ul>
5	Feb 20, 22 (No class Feb 20 <sup>th</sup> )	<p><b>TOPICS: Sibling Violence</b></p> <p><b>READINGS:</b></p> <ul style="list-style-type: none"> <li>• Article: Krienert and Walsh (on Canvas)</li> <li>• Online article: “I’m a 37-Year-Old Mom &amp; I Spent Seven Days Online as an 11-Year-Old Girl. Here’s What I Learned” <a href="https://medium.com/@sloane_ryan/im-a-37-year-old-mom-i-spent-seven-days-online-as-an-11-year-old-girl-here-s-what-i-learned-9825e81c8e7d">https://medium.com/@sloane_ryan/im-a-37-year-old-mom-i-spent-seven-days-online-as-an-11-year-old-girl-here-s-what-i-learned-9825e81c8e7d</a></li> </ul> <p><b>DUE:</b></p> <ul style="list-style-type: none"> <li>• Reading Quick Notes 4: 2/20</li> <li>• Discussion Post on online article: due 2/22</li> </ul> <p><b>SPECIAL NOTES:</b> No in-person class meeting on February 20<sup>th</sup>, complete discussion post.</p>
6	Feb 27, Mar 1	<p><b>TOPICS: Gender</b></p> <p><b>READINGS:</b></p> <ul style="list-style-type: none"> <li>• Hattery and Smith, Chapter 8 and 9 (access online through the library)</li> </ul> <p><b>DUE:</b></p> <ul style="list-style-type: none"> <li>• Reading Quick Notes 5: 2/27</li> </ul>
7	Mar 6, 8	<p><b>TOPICS: Midterm Review and Midterm</b></p> <p><b>READINGS: Study for Midterm</b></p> <p><b>MIDTERM</b> (Take on Canvas or in person)</p>
8	Mar 13, 15	<p><b>TOPICS: Gender Roles, Passive Voice, and Mass Shootings</b></p> <p><b>Film:</b> We will watch a film in class and discuss</p>
9	Mar 20, 22	<p><b>TOPICS: Religion and Culture</b></p> <p><b>READINGS:</b></p> <ul style="list-style-type: none"> <li>• Katz, Chapter 4 through the end of chapter 7</li> <li>• Hattery and Smith, Chapter 10 (Hattery and Smith Book—access online through the library)</li> </ul> <p><b>DUE:</b></p> <ul style="list-style-type: none"> <li>• Reading Quick Notes 6: due 3/20</li> </ul>
10	Mar 27, 29	<p><b>SPRING RECESS</b></p>
11	Apr 3, 5	<p><b>TOPICS: Same Sex Partner Violence</b></p> <p><b>READINGS:</b></p> <ul style="list-style-type: none"> <li>• Hattery and Smith, Chapter 11 (First Edition) Chapter 12 (Second Edition) Please read the chapter on same-sex violence. In the first edition, it is chapter 11, and in the second edition, it is chapter 12.</li> </ul> <p><b>DUE:</b></p>

		<ul style="list-style-type: none"> <li>• Reading Quick Notes 7: due 4/3</li> </ul>
12	Apr 10, 12 (No class Apr 10)	<p><b>TOPICS: Asymmetry or Symmetry</b></p> <p><b>READINGS:</b></p> <ul style="list-style-type: none"> <li>• Article: Dobash and Dobash (on Canvas)</li> </ul> <p><b>DUE:</b></p> <ul style="list-style-type: none"> <li>• Reading Quick Notes 8: due 4/10</li> </ul>
13	Apr 17, 19	<p><b>TOPICS: Corporal Punishment</b></p> <p><b>READINGS:</b></p> <ul style="list-style-type: none"> <li>• Article: Gershoff and Grogan-Kaylor (on Canvas)</li> <li>• Hattery and Smith, Chapter 13 (First Edition) or Chapter 11 (Second Edition)</li> </ul> <p><b>DUE:</b></p> <ul style="list-style-type: none"> <li>• Reading Quick Notes 9: due 4/17</li> </ul>
14	Apr 24, 26	<p><b>TOPICS: Thinking Through Community Solutions</b></p> <p><b>READINGS:</b></p> <ul style="list-style-type: none"> <li>• Hattery and Smith, Chapter 12 (First Edition) or Chapter 13 (Second Edition)</li> <li>• Katz Chapter 8 to the end of chapter 10</li> </ul>
15	May 8, 10,	<p><b>TOPICS: What Can We Do? Hope?</b></p> <p><b>READINGS:</b></p> <ul style="list-style-type: none"> <li>• Hattery and Smith, Chapter 14</li> </ul> <p><b>DUE:</b></p> <ul style="list-style-type: none"> <li>• Reflection: due last day of class</li> </ul>
	Final Exam	<b>May 17th (2:45-5:00 PM)</b>