

San José State University
Sociology and Interdisciplinary Social Sciences
Sociology 151, Violence in the Family, Section 1
Spring, 2025, Course Syllabus

COURSE AND CONTACT INFORMATION

Instructor:	Soma de Bourbon
Office Location:	DMH 238A
Telephone:	N/A
Email:	soma.debourbon@sjsu.edu
Office Hours:	Mondays 12:00 to 1:30 pm and by appointment
Class Days/Time:	Mondays and Wednesdays 3:00 to 4:30 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"> • Midterm and final exam • Reading summaries • In-class exercises
Discuss potential individual and familial consequences of family violence.	<ul style="list-style-type: none"> • In-class discussions • In-class group analysis of Ted Talks • Film notes/discussions
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"> • Midterm and final exam • Reading summaries
Compare some of the intervention strategies utilized by hospitals, police officers, the courts, and community agencies.	<ul style="list-style-type: none"> • Midterm and final exam • Reading summaries

REQUIRED TEXTS / READING

1. Hattery, Angela and Earl Smith. *The Social Dynamics of Family Violence Second Edition*. 2018. (Available through the SJSU Library—you have to be signed in to access the book)
2. Katz, Jackson. *The Macho Paradox: Why Some Men Hurt Women and How All Men Can Help*. 2019. Sourcebooks, Inc. Naperville, IL. (Available through the SJSU Library—you have to be signed in to access the book)
3. *Other required readings* are available on Canvas and/or a link professor provides.

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 (50%: 25% for midterm, 25% for final exam)

The exams, one midterm and one final, 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.

In-Class Reading Quizzes (20%)

Some information about the Reading Quizzes:

- The quizzes will take place during the first ten minutes of class. If you come late, you will not be able to take the quiz.
- There will be nine quizzes during the semester.
- Your lowest score will be dropped.
- You can bring one hand-written sheet of paper with you to use for the quiz.
- There are no make-up quizzes since you can miss one quiz without it affecting your grade.
- The first three quizzes will consist of the following open-ended question: “Discuss three things you learned from the reading.” You will be asked to respond with a one to two paragraphs answer.

Participation/Discussion/Films (15%)

We will do in-class assignments most class sessions. You get points for showing up to class and doing the assignment. 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 the below schedule.

CONNECTION PROJECT (15%)

See Canvas for a description of this assignment. In order to learn about the impacts of family violence, you have two options for this assignment. The first option is to research a peer-reviewed article on an aspect of family violence and write a one-page analysis of the research. The second option is to write one page about your experience of some aspect of family violence or resilience. After you either write about the article you read or you write about your own experience, you will share what you wrote in class. This is an assignment you bring to class.

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.

Option 1: Review a peer-reviewed article on some aspect of family violence and write a one-page summary of the article you read.

Option 2: Write one page about the impact of family violence or the lack of family violence on your life. How has the violence/lack of 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
- lack of violence of any kind in your house—how was that accomplished—what was the impact on you?
- domestic or intimate partner violence
- 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

INSTRUCTOR POLICIES

LATE POLICY

I will accept assignments turned in to me before class up until 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), 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.

EMAIL: I am utilizing a colleague's email policy because I receive too many emails to respond to them in a timely manner. I cannot respond to hundreds of emails every day, and I do not want to miss any important emails from students who have an emergency or are requesting an in-person meeting. You can talk to me in class two days a week, so please only use email to set up an appointment with me or in case of an emergency.

Recording and Privacy: Recording any class activities, including lectures, is only allowed with the instructor's permission. You are not permitted to share or distribute class recordings. Instructor-generated materials (like syllabi, lectures, and presentations) are protected by copyright. Violation may result in referral to Student Conduct and Ethical Development office.

Artificial Intelligence (AI)

Use of an AI Generator such as ChatGPT, MidJourney, DALL-E, etc. is explicitly prohibited unless otherwise noted by the instructor. The information derived from these tools is based on previously published materials. Therefore, using these tools without proper citation constitutes plagiarism. Additionally, be aware that the information derived from these tools is often inaccurate or incomplete. It's imperative that all work submitted should be your own. Any assignment that is found to have been plagiarized or to have used unauthorized AI tools may receive a zero and / or be reported for academic misconduct.

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 7th 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 Quizzes	20
Discussions and film notes	15
Connection Project	15
Midterm	25
Final Exam	25
TOTAL	100

Course Schedule

Dates	Topics, Readings, Assignments, and Deadlines (This is a general guide, but topics and deadlines are subject to change with adequate notice)
Jan 27	Topic(s): First Class! <ul style="list-style-type: none">Getting to know your classmatesSyllabus discussionSetting expectations
Jan 29	Topic(s): Introduction to family violence Reading(s): <i>The Social Dynamics of Family Violence</i> , Hattery and Smith, Chapter 1
Feb 3	Topic(s): Historical Perspective Reading(s): <i>The Social Dynamics of Family Violence</i> , Hattery and Smith, Chapter 2 DUE: Quiz 1: In-class Reading Quiz on Hattery and Smith, Chapter 2
Feb 5	Topic(s): Family Violence Theories Reading(s): <i>The Social Dynamics of Family Violence</i> , Hattery and Smith, Chapter 3

	DUE: Quiz 2: In-Class Reading Quiz on Hattery and Smith, Chapter 3
Feb 10	Topic(s): Transgender Rights Reading(s): “Understanding Gender,” and “Some Common Myths About Gender,” and “The Language of Gender” (Canvas) Due: Hang Trans Flags on Campus
Feb 12	Topic(s): Trans Teach In the Student Union Due: Notes from Trans Teach In (turn in before you leave)
Feb 17	Topic(s): It’s a Men’s Problem Reading(s): <ul style="list-style-type: none"> • <i>The Macho Paradox</i>, Katz, Chapter 1 • <i>The Macho Paradox</i>, Katz, Chapter 2 DUE: Quiz 3: In-Class Reading Quiz on <i>The Macho Paradox</i> , Katz, Chapter 1 and Chapter 2
Feb 19	Topic(s): Listening to Women Reading(s): <ul style="list-style-type: none"> • <i>The Macho Paradox</i>, Katz, Chapter 3 • <i>The Macho Paradox</i>, Katz, Chapter 4
Feb 24	Topic(s): Elder Abuse Reading(s): <i>The Social Dynamics of Family Violence</i> , Hattery and Smith, Chapter 5 DUE: Quiz 4: In-Class Reading Quiz on Hattery and Smith, Chapter 5
Feb 26	Topic(s): Child Abuse Reading(s): <i>The Social Dynamics of Family Violence</i> , Hattery and Smith, Chapter 6 DUE: Quiz 5: In-Class Reading Quiz on <i>The Social Dynamics of Family Violence</i> , Hattery and Smith, Chapter 6
Mar 3	Film
Mar 5	Midterm Review
Mar 10	In-Person Midterm
Mar 12	Topic(s): The Online Threat Reading(s): Online article: “I’m a 37-Year-Old Mom & I Spent Seven Days Online as an 11-Year-Old Girl. Here’s What I Learned” 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
Mar 17	Topic(s): Outcomes of Child Abuse Reading(s): <i>The Social Dynamics of Family Violence</i> , Hattery and Smith, Chapter 7 DUE: Quiz 6: In-Class Reading Quiz on <i>The Social Dynamics of Family Violence</i> , Hattery and Smith, Chapter 7
Mar 19	Topic(s): Economic Factors of IPV Reading(s): <i>The Social Dynamics of Family Violence</i> , Hattery and Smith, Chapter 8
Mar 24	Topic(s): Cultural Factors Reading(s): <i>The Social Dynamics of Family Violence</i> , Hattery and Smith, Chapter 9
Mar 26	Topic(s): Institutional Violence Reading(s): <i>The Social Dynamics of Family Violence</i> , Hattery and Smith, Chapter 11
Mar 31	No Class: Spring Recess

Apr 2	No Class: Spring Recess
Apr 7	<p>Topic(s): How Humans use Religion to Justify Family Violence</p> <p>Reading(s): <i>The Social Dynamics of Family Violence</i>, Hattery and Smith, Chapter 10</p> <p>DUE: Quiz 7: In-Class Reading Quiz on <i>The Social Dynamics of Family Violence</i>, Hattery and Smith, Chapter 10</p>
Apr 9	<p>Topic(s): Early Warning Signs</p> <p>Reading(s): <i>The Social Dynamics of Family Violence</i>, Hattery and Smith, Chapter 13</p>
Apr 14	Film and Discussion
Apr 16	<p>Topic(s): LGBTQ Family Violence</p> <p>Reading(s): <i>The Social Dynamics of Family Violence</i>, Hattery and Smith, Chapter 12</p> <p>DUE: Quiz 8: In-Class Reading Quiz on <i>The Social Dynamics of Family Violence</i>, Hattery and Smith, Chapter 12</p>
Apr 21	<p>Topic(s): Corporal Punishment</p> <p>Reading(s):</p> <ul style="list-style-type: none"> • Article: Gershoff and Grogan-Kaylor (on Canvas) • Patton, <i>Spare the Kids: Why Whipping Children Won't Save Black America</i>, Chapter 3 <p>DUE: Quiz 9: In-Class Reading Quiz on Gershoff and Grogan-Kaylor</p>
Apr 23	<p>Topic(s): Symmetrical Violence</p> <p>Reading(s): Article: Dobash and Dobash (on Canvas)</p>
Apr 28	<p>Reading(s):</p> <p><i>The Macho Paradox</i>, Katz, Chapter 5</p> <p><i>The Macho Paradox</i>, Katz, Chapter 6</p>
Apr 30	<p>Reading(s):</p> <p><i>The Macho Paradox</i>, Katz, Chapter 7</p> <p><i>The Macho Paradox</i>, Katz, Chapter 8</p>
May 5	REDress Project
May 7	Final Exam Review
May 12	Class Reflection
May 14	Final Exam: May 14, 1-3pm