

INTRODUCTION TO COMMUNITY VIOLENCE PREVENTION — COLLEGE OF ALAMEDA

SPRING 2016
MW - 1:10 - 2:25 P.M.

INSTRUCTOR:

CRYSTALLEE CRAIN

E-MAIL:

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OFFICE: 1736 FRANKLIN AVE,
SUITE 400, OAKLAND, CA 94612

OFFICE HOURS: **FRIDAYS 3 - 5 P.M.**

SKYPE OR BY PHONE OR IN PERSON

CLASS DATES

JANUARY 25-MAY 27TH, 2016

CLASSROOM:

**LIONEL WILSON
PREP ACADEMY**

COURSE DESCRIPTION: Introduction to social history and political consciousness around the conditions that create and perpetuate violence in urban communities; examination of the historical and contemporary issues around violence and the variety of impacts it has on society; review of approaches toward healing and revitalizing communities that are affected by violence; overview of the field of violence prevention; overview of various intervention strategies to prevent violence and build healthy communities.

There is also a 60-75 hour community service option that can also count for cooperative education credit. (1-3 credits per student) Meaning you can take this course for 3 credits including 1-3 hour of cooperative education credit. (Course Number: TBA)

TEXTBOOKS - Required

- *Toward the Next Generation of Bystander Prevention of Sexual and Relationship Violence: Action Coils to Engage Communities (SpringerBriefs in Criminology)*
- *Violence Prevention Workbook*
- *Alexander (2010) The New Jim Crow*

OBJECTIVES - by the end of this course, you will have hopefully learned how to:

1. Identify the various types of violence that exist in urban communities
2. Describe the multiple conditions that create and perpetuate violence in urban communities
3. Demonstrate an understanding of historical and contemporary issues around violence and its impact on society
4. Explore different theories and explain different approaches toward healing and revitalizing communities that are affected by violence
5. Describe and explain the landscape of the field of violence prevention
6. Describe the various intervention strategies to prevent violence and build healthy communities
7. Construct a level of political consciousness around urban violence, peace work and violence prevention within the community
8. Articulate and evaluate a concept of a career direction in the field of violence prevention

WHAT WILL STUDENTS GAIN FROM PARTICIPATING IN THIS COURSE?

1. You will be able to **demonstrate a working knowledge** of the theory and practice of the field of violence prevention and healthy community building.
2. You will be able to **demonstrate the skills of critical evaluation and application** of these ideas (of violence prevention) in various contexts, which you'll have learned about – and in your role in building healthy community.
3. You will be able to **articulate how to effectively apply these principles and skills** in violence prevention and healthy community building **in your own life** as professionals and as people living in your own community.

MAJOR THEMES IN COURSE

I Introduction to Violence in Urban Communities (35%)

Epidemiology of Violence – What is violence? Examination of the different forms of violence (domestic violence, child and elder abuse, homicide, youth and community violence, suicide, hate violence, police brutality, war, genocide) and how they are perpetuated through systems of oppression.

Definition of Community – How is community defined? What societal, cultural, institutions, education, and/or family factors contribute to community? Who are critical people in community formation?

Conditions that Create and Perpetuate Violence in urban communities, from personal to structural levels; Exploration of risk factors that contribute to violence, including: poverty, unemployment, oppression, substance abuse, educational failures, fragmented families, mental illness, neighborhood disorganization, feelings of powerlessness, shame and disrespect and witnessing or experiencing past violence; Johan Galtung and structural justice; Rene Girard's theory of violence and others.

"NON-VIOLENCE IS NOT
INACTION. IT IS NOT
DISCUSSION. IT IS NOT
FOR THE TIMID OR WEAK
... NON-VIOLENCE IS
HARD WORK. IT IS THE
WILLINGNESS TO
SACRIFICE. IT IS THE
PATIENCE TO WIN." ~
CESAR CHAVEZ

Examination of the Social Context of Urban Violence and the Political Landscape that creates conditions that foster and breed violent societies; Examination of poverty and social disorganization; Exploration of the connection between poverty and violence

Historical and Contemporary Issues around Violence and its impact on society, such as the war on drugs, drug laws, disproportionate minority confinement, criminalization of youth of color, prison industrial complex, and the institutionalized effects of poverty and racism

II Introduction to Community Development and the Field of Violence Prevention (35%)

Approaches toward Healing and Revitalizing Communities that are affected by violence: Exploration of the public health model of violence prevention versus community based model; What is healing and resiliency? Examination of resiliency factors that are protective against violence, including: economic capital, meaningful opportunities for participation, positive attachments and relationships, social capital, services and institutions, ethnic, racial and intergroup relations, good physical and mental health; Examination of the context in which healing occurs: What is the connection of healing to mental health? How do we heal individually and collectively? What is the role for leadership in healing? How is the concept of healing a strategy to prevent violence?

Landscape of Community Based Violence Prevention Practitioners - Overview of the actors and organizations involved in the field of violence prevention, including community based and grassroots organizations and public agencies, such as county government, schools and school districts, and local police and sheriff departments.

III Intervention Strategies and Building Healthy Communities (15%)

Strategies Toward Preventing Violence and Building Healthy Communities – Overview of violence prevention theories and the intervention strategies that emerge from their practice, such as restorative justice, street outreach, community development, conflict resolution and case management.

IV Career and Leadership Development (15%)

Assessment of Career Opportunities – Student development of an understanding of who they are and want to be as violence prevention practitioners; Exploration of the skills needed for various career pathways in the field of violence prevention and assessment of how one's interests and aptitudes match those skills.

Leadership – Introduction to the concept of leadership; Examination of the different types of leadership, including process leader, task leader, ethical leader, strategic leader, and inspirational leader (Wellstone Politics); Self-reflection on the forms of leadership that best match one's aptitudes.

ASSIGNMENTS

- Community Assessment (30 points)
- Video Analysis (40 points)
- Commentary on the Alameda County Blueprint for Violence Prevention (100 points)
- Practitioner Interview (2 @ 35pts/each) (70 points)
- Creative Solutions for Change Poster Presentations (100 points)
- Grant Writing Project – (individually or in groups) (100)
- Participation – weekly attendance (mandatory) (160 points)

TOTAL600 Points (540=90%/480=80%/ 420=70%)

<p>Week 1 January 25, 2016</p>	<p>VP Program PowerPoint, What is Community Engagement? Overview of Introduction to Black Youth Rising (see class website for readings)</p> <p>Assignment (In-Class): Community Assessment (SWOT Analysis)</p>
<p>Week 2 February 1, 2016</p>	<p>Reading: Introduction to Black Youth Rising, Oppression & Democracy, Disenfranchisement of Ex-Felons (see class website for readings)</p> <p>Assignment: Group Activity/Identify Issues and Potential Solutions</p> <p>Review 2012 & 2014 Ballot Initiatives Impact of 2016 Presidential Election coming up in November</p>
<p>Week 3 February 8, 2016</p>	<p>Reading: Spectrum of Prevention, The King Center Glossary of Terms Alameda County Blueprint Overview</p> <p>Assignment: Group Activity/ Choosing specialty for the Interview, Selecting Practitioners for Interview Assignment, Begin Writing Questions in class!</p> <p>Spectrum of Prevention, Domestic Violence as a Social Justice Issue</p>
<p>Week 4 February 15, 2016</p>	<p><i>Current Events and Violence Prevention</i> Reading: Alexander (Introduction & The Rebirth of Caste)</p> <p>Assignment: Finish writing questions for practitioner interviews and begin scheduling this week (Due Week 10)</p> <p>CSC Poster Presentation Assignment Available – prep in class</p> <p>Truth Telling Series: Storytelling and Healing from Violence</p>
<p>Week 5 February 22, 2016</p>	<p>Guest Speaker: TBA Alexander (The Color of Justice)</p>
<p>Week 6 February 29, 2016</p>	<p>Video: Managing & Preventing Violence Discussion on the film Assessing child maltreatment and other forms of violence</p>

Week 7 March 7, 2016	Video: Ideas to Application Video Analysis Due (in –class) Assignment: Poster Presentation Planning in Class Truth Telling Series – Story Collection on Campus
Week 8 March 14, 2016	Reading: Boyes – Watson (The Gift of Circles, Urban Youth & Modern Monsters) The Anti-Bullying Movement & Micro-Agressions Assignment: Poster Presentation Planning in Class
March 21, 2016	SPRING BREAK!!!
Week 9 March 28, 2016	Poster Presentations Due (Presenting in class Mon & Wed)
Week 10 April 4, 2016	Alameda County Blueprint – Analysis of plans, strategies and partnerships in preventing violence Assignment: Practitioner Interviews Due
Week 11 April 11, 2016	Guest Speaker: TBA Reading: Boyes – Watson (Opening the Heart within Systems), Tutu (Why the Heck am I doing this thankless job?) Assignment Given: Overview of Grant Writing Project!!!
Week 12 April 18, 2016	Guest Speaker: TBA Reading: Boyes – Watson (Bringing Justice Home), Tutu (Without forgiveness there really is no future)
Week 13 April 25, 2016	Assignment Due: Commentary on Alameda County Blueprint (email) The impact of violence on the LGBTQ community & the movement to end mass incarceration
Week 14 May 2, 2016	Practitioner Advising Sessions with Students on Final Grant Writing Project/ In-Class!
Week 15 May 9th, 2016	Empowerment, Harm Reduction and Trauma Informed Responses
Week 16 May 16, 2016	Assignment: Project/Grant Writing Project Due in class, Class Reflection/Potluck (short presentations on project plan and the community need your work addresses)

Exam Week - May 23, 2016

RESPECT FOR HUMAN RIGHTS:

This class will ask you to read, write and discuss issues that are not commonly talked about. Some of these issues may be related to your own experience or those in the class or in the community. Be conscious of your language and your use of slanderous terms, words or jokes in my classroom space or on campus. As an educator it is my responsibility to set the tone and culture of the class. The culture of all of my classes is to respect the rights and dignity of all human beings. I expect this of my students and colleagues.

PARTICIPATION: You are required to post weekly on the readings. This counts as your participation for the week. You must complete the weekly forums on-time and early in the week so people have the ability to respond to you. The purpose of the online forum is to mirror the discussion and dialogue element in the course.

TURNING IN ASSIGNMENTS/PUNCTUALITY: Please turn in all assignments on time. I understand that life happens, but this is a short summer course. It is difficult to push back deadlines when the semester is so short. Be sure to review the assignments ahead of time and schedule time for homework so everything gets done on time.

WITHDRAWAL AND INCOMPLETE POLICY: Students who wish to withdraw must do so before the last "W" date and must inform the registrar's office. No incompletes will be awarded without timely consultation with the instructor **prior to any due dates** and only with an appropriate reason and where there is only a minimal amount of work to finish.

BASIC SKILLS AND LANGUAGE ISSUES: If English is not your first language, if you have a documented learning disability or if you have difficulties with basic skills of college level performance, you are encouraged to make use of our **Learning Resource Center**. You can receive **one-on-one help** from tutors and other professionals with studying, reading, writing and general language issues. Other difficulties (e.g. learning disability) can be addressed as well – however, you must see me so special arrangements can be made to improve your performance on the exams and assignments. See extra credit section as you can earn extra points for attending the Learning Resource Center.

ACCOMMODATIONS POLICY: Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disabled Students Programs and Services (DSPS) is available to facilitate the reasonable accommodations process. DSPS can be reached by telephone (voice - 510-748-2328) or at the DSPS office in Room D-117.

POLICY REGARDING CHEATING AND PLAGIARISM: Plagiarism is the use of someone else's ideas and/or words in part or total without proper academic attribution. Students caught plagiarizing or cheating on an exam in any way will receive a grade of zero (0) for that assignment.

**ADMISSIONS & RECORDS (BUILDING A-101)
(510) 748-2228, 748-2225, 748-2227**

**VP OF INSTRUCTION (BUILDING A), (510) 748-2352
OR, THE ACADEMIC DIVISION OFFICES, (510)748-2357**

ASSESSMENT (L-204), (510) 748-2307, 748-2315

CALWORKS 748-2260, 748-2258

COLLEGE STORE (F-100), (510) 748-2247

COUNSELING (A-101), (510) 748-2209

VICE-PRESIDENT OF STUDENT SERVICES (BUILDING A-103), (510) 748-2205

**EXTENDED OPPORTUNITY PROGRAMS & SERVICES/EOPS (BUILDING A-101), (510)
748-2258**

FINANCIAL AID (BUILDING A-101), (510) 748-2391

**LEARNING RESOURCES CENTER (SECOND FLOOR, L-BUILDING), (510) 748-2315,
748-2307**

LIBRARY, (510) 748-2250

ONE-STOP CAREER CENTER (PORTABLE P), (510) 748-2208

POLICE SERVICES (F-121), (510) 465-3456

**PROGRAMS & SERVICES FOR STUDENTS WITH DISABILITIES (D-116) (510)
748-2328, TTY (510) 748-2330**

DEAN OF ENROLLMENT SERVICES (A-102), (510) 748-2205

**TRANSFER PROGRAM (BUILDING A-101), (510) 748-2113
VETERANS (BUILDING A-101), (510) 748-2203**