

**San Jose State University
Administration of Justice Department**

Fall 2000
AJ 136, Section 2
Friday, 9:00-11:45am

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**AJ 136
VIOLENCE AND HATE IN THE FAMILY & COMMUNITY**

Course Description

This course examines abusive relationships and responsive community and justice system policy and preventive interventions. Topics include child abuse, child neglect, gang and hate crimes, sexual violence, marital violence and elderly abuse.

Learning Objectives

By the end of this course students will:

1. define and differentiate the abuse of power and the use of violence based upon gender, ethnicity, race, religion, class, sexual orientation, disability and age;
2. identify how historical, social, psychological, economic and political factors have influenced the recognition of and response to each type of abusive relationship;
3. review current knowledge about the consequences of violence and effects on victims from diverse backgrounds;
4. develop self-awareness about their own prejudicial attitudes and behaviors that tolerate and promote abusive relationships;
5. explore and evaluate ways that individuals from diverse backgrounds and communities can prevent and intervene in each type of abusive and violent relationship;
6. critique the current justice system response and propose ways in which greater equality and justice can be achieved in each type of abusive relationship. This involves reviewing
 - i) statutory laws,
 - ii) role of law enforcement,
 - iii) proceedings within criminal, family and juvenile courts and
 - iv) auxiliary services offered by child protective, victim's advocates and family court agencies.

Course Content

The course is divided into five parts that range over the life span:

- infants and children's neglect and psychological maltreatment, physical and sexual abuse;
- neighborhood gang violence and hate crimes motivated by religious, racial and sexual orientation discrimination and prejudice during adolescence and young adulthood;
- date rape and sexual violence between intimate partners;
- violence, stalking and psychological terrorizing in dating, cohabiting and marital partnerships;
- abuse of the elderly and handicapped in the family and care institutions.

Reoccurring themes are social discrimination on the basis of gender, religious, racial and ethnic background, socioeconomic status, disability, age and sexual orientation. The dynamics of power and control in relationships and the social and historical processes and institutions that legitimate the abuse of power provides the basic framework for the analysis of all violence and abuse. An understanding of how infants and children's development is compromised by witnessing abuse and being the objects of abuse, provides a complementary developmental understanding (or mechanism) to help explain the intergenerational cycle of abusive relationships.

Prerequisites

Students should have passed the Writing Skills Test (WST), have upper division standing (56 units), and have completed their CORE GE classes.

Advanced GE Course

AJ136 has been approved for Area S. of Advanced General Education.

Required Reading

Wallace, H. (1999). *Family violence: Legal, medical and social perspectives*. 2nd Edition. Boston, Allyn & Bacon.

Recommended Readings

Recommended readings will be excerpts from the following books. These are available on reserve in the instructor's office.

Sagatun-Edwards, I.J. & Edwards, L.P. (1995). *Child abuse and the legal system*. Chicago: Nelson Hall.

Barnett, O.W., Miller-Perrin, C.L.; & Perrin, R.D. (1997). *Family violence across the life span*. Newbury Park, CA: Sage.

Curry, C.D., & Decker, S.H. (1998). *Confronting gangs: Crime and community*. L.A.: Roxbury.

Jenness, V. & Broad, K. (1997). *Hate crimes: New social movements and the politics of violence*. N.Y. Aldine de Gruyter.

Course Requirements and Grading

Two take-home **written assignments** (total 3,000 words) are required during the semester. Each assignment involves viewing a movie or reading a book or observing court proceedings, and writing a six-page summary and analysis based on the relevant information covered in the course. Students are expected to complete at least one of their two written assignments on court proceedings during the semester.

**Refer to separate handouts for instructions on these papers.*

A **mid-term exam** and a **final exam** will be a combination of multiple choice, true/false, fill-ins and short essays. This will be based on assigned readings and lecture material. Exams are not comprehensive.

Grades will be made up of 35% for each exam and 15% for each report. (The academic standards for each grade are provided in a separate handout.)

Extra Credit

Students may be raise their grades by ½ level by attending the Santa Clara Domestic Violence Conference, October 6, 2000 at the Fairmont Hotel, San Jose and writing a 3 page paper on what is learned. Call 408-792-2898 prior to September 22 to apply for a scholarship to attend this conference.

Teaching Philosophy

This class combines lectures and video segments to present the conceptual material. Regular small group discussion and group exercises during class time are used for students to critique the readings, lectures and videos. These small group activities along with individually written assignments also enable students to examine their own attitudes, cultural and family beliefs about abusive relationships. The focus of these student activities is upon developing practical, creative and effective community and justice system ways of preventing and intervening in violence that is respectful of diversity and achieves greater justice and equality.

In accord with departmental policy, make-up exams and acceptance of late reports after the due date will be provided only in extreme cases and only where appropriate documentation is provided. Make-up or re-takes of the mid-term exam can only be done at the time of the final exam.

CLASS SCHEDULE AND ASSIGNED READINGS

- Sept 1 Course overview & diagnostic pretest (Wallace, Ch 1)
- Sept 8 Physical & sexual abuse of children (Wallace, Ch 2 & 3)
- Sept 15 Child neglect & psychological maltreatment (Wallace, Ch 4)
- Sept 22 Child witness to domestic violence: effects & intervention (Barnett Ch 6)
- Sept 29 Class discussion of abuse and neglect cases from the book *Somebody Else's Children* by Hubner & Wolfson

First paper on news articles or court observation is due!

- Oct 6 Response to child abuse and neglect by justice system, professionals and community (Wallace, Ch 7; Sagatun & Edwards Ch 1, 3, 4, 5)
Children of domestic violence: Custody and visitation decision-making & abduction risk management)
- Oct 6 For Extra Credit Attend Santa Clara Domestic Violence Conference, Fairmont Hotel, San Jose.

Oct 13 **MID-TERM EXAM**

Oct 20 Neighborhood gang violence (Curry & Decker Ch 1,2,3,7)
Hate crimes (Optional Jenness & Broad, Ch 2)

Oct 27 Sexual violence & date rape (Wallace, Ch 13; Barnett
Ch 7) Class discussion on effective prevention &
intervention.

Nov 3 Cohabitation & spousal abuse (Wallace, Ch 8)
Abuse in homosexual relationships (Wallace Ch 11)

Nov 10 Stalking & psychological terrorizing (Wallace Ch 14)

Nov 17 Justice system and community response to mate abuse
(Wallace Ch 9)
Treatment for Batterers

Second paper on movie/book or court observation is due!

Dec 1 Battered women who kill their violent mates
Class discussion and mock jury

Dec 8 Elder abuse (Wallace Ch 10)
Review in preparation for final exam & diagnostic post test.

The Final Exam is scheduled by the University for Dec. 20

Academic Standards

- A+ grades are received by students who receive full credit for 95% of the objective questions on the examinations, and whose analytical written work are exceptional, providing evidence of conceptual skills and depth of analysis beyond what the instructor has provided to the class.
- A grades are received by students who have 90% correct answers on the objective exam questions and whose written work is excellent, mastering the depth of analysis of what the instructor has provided to the class.
- An A- grade is warranted for those with 85% correct answers on the objective exams and where written work is generally excellent, but might have one area of weakness.
- B + grades are for those with 80% correct answers on objective exams, and where written work is very good but is either weak in one or two areas or tends to be too general, lacking specificity.
- B grades are for those with 75% correct answers on the objective exams, and the written work is good but has two-three points of weakness, or lacks depth or specificity.
- B- grades are for those with 70% correct answers on objective tests, and written work has three-four weaknesses or lacks depth/specificity.
- C+ grades are for 65% correct answers on objective tests, and written work has two-three errors and lacks depth, specificity and clarity.
- C grades are for 60% correct answers on objective tests, and written work that is flawed with four or more errors and lacks depth, specificity, and clarity.
- C- grades are for 55% correct answers and written work that is sufficient to pass the course but is flawed by basic misunderstandings of the material and gaps in knowledge.
- D+ (50% correct answers), D (45% correct answers) and D- (40% correct answers), and written assignments that are completed but flawed by numerous errors and gaps in knowledge.
- F is given to students that do not complete examinations or the written assignments, who receive less than 45% on the objective exams, and who pass in written work, that shows little or no knowledge gleaned from lectures or readings, or show no attempt to correctly address the questions in the assignments.

ASSIGNMENT # 1**DUE: September 29, 2000. NO LATE PAPERS ACCEPTED.**

For the first assignment, students can choose from the following two options:

(A) REPORT ON BOOK OR MOVIE ABOUT CHILD ABUSE

You may choose to review one of the following books or movies about child physical abuse, molest, or neglect. Please note that several of these suggestions will address the long-term effects of abuse.

Books include *A Child Called It*, or *The Lost Boy* by David Pelzer, Health Communications; *The Liars Club*, by M. Karr, Penquin; *White Oleander*, by J. Fitch's Little Brown:Time-Warner, and *Prince of Tides* by Patrick Conroy.

Movies include *THE COLOR PURPLE*, *NUTS*, *SLEEPERS*, *PRINCE OF TIDES*, *SYBIL*.

****Other books or movies may be substituted with the instructor's permission.**

OR**(B) COURT OBSERVATION IN DEPENDENCY COURT**

You can register with the instructor to attend hearings of child abuse and endangerment cases in Dependency (Juvenile) Court

INSTRUCTIONS FOR COMPLETING ASSIGNMENT #1

The total length of the report should be six double-spaced typed pages, 12 font, minimum 1,500 words. The paper should address each of the items (a - d) below in essay form.

- a) Write a brief synopsis of the case or cases that were in the book, movie, or heard in court. (approximately one page)
- b) Identify the allegations of family violence that were illustrated (e.g. child abuse, neglect, psychological maltreatment, sexual molestation.) Explain whether the behavior met the definition of each type of abuse and whether it was reportable to any authority e.g. Child Protective Services, police etc. (approximately one page)
- c) Discuss the precursors, correlates or causal factors that you consider are associated with or contributed to the abuse. If you have insufficient information about the family

situations, suggest the kind of information you would gather from the family members that would address this question. (approximately 2 pages)

- d) Discuss the response of different parts of the justice system to each type of violence (i.e. the actions of police, DA, judges, attorney for defendant or for child etc.) How effective were the actions of the justice system? What could have been done differently? What kinds of legal and social interventions are available to help this kind of situation? (approximately 2 pages)

ASSIGNMENT #2

DUE: November 17, 2000. NO LATE PAPERS ACCEPTED.

For the first assignment, students can choose from the following two options:

**(A) REVIEW OF A FILM OR BOOK PORTRAYING THE ISSUE OF SPOUSAL/
PARTNER ABUSE**

You may review and comment on one of following movies about spousal or partner abuse available on videotape: *ONCE WERE WARRIORS*, *WHAT'S LOVE GOT TO DO WITH IT*, *THE BURNING BED*, *SLEEPING WITH THE ENEMY*, *THE GREAT SANTINI*, *AFFLICTION*

Books include *The Great Santini* by Patrick Conroy and *The Woman Who Walked into Doors* by Roddy Doyle.

****Other books or movies, including those listed for the first assignment, may be substituted for the second assignment with permission of the instructor.**

OR

**(B) COURT OBSERVATION OF FAMILY VIOLENC PROCEEDINGS IN
FAMILY COURT**

Report on observation of court proceedings in a case of partner or spouse abuse.

This can be at either the domestic relations court, criminal court, or on Court TV. The domestic violence calendar is held each Tuesday and Friday mornings beginning at 9am in Department 117, at the Superior Court of Santa Clara County, 170 Park Center Plaza. Tuesdays involve family cases where children are involved; Fridays involves adults only.

If you need more information about the cases that you are observing, you can request the court file (identified by the case number from the County Clerk's office). This may not be available to you on the day of the hearing.

INSTRUCTIONS FOR COMPLETING ASSIGNMENT #2

The total length of the paper should be about 6 double-spaced typed pages, 12 font minimum of 1,500 words. The paper should address each of the items (a - d) below in essay form.

- a) Write a brief synopsis of the movie or book that you have chosen to review (no more than one page).
- b) Identify the types of family violence that were illustrated (e.g. child abuse, neglect, psychological maltreatment, sexual molestation, marital or date rape, spouse abuse, elderly abuse etc.). Explain whether the behavior met the definition of each type of abuse and whether it was reportable to any authority - e.g. Child Protective Services, police etc. (approximately one page)
- c) Discuss the precursors, correlates or causal factors that you consider are associated with or contributed to the abuse. (approximately 2 pages)
- d) Discuss the response of different parts of the justice system to each type of violence (i.e. the actions of police, DA, judges, attorney for defendant or for child etc.). How effective were the actions of the justice system? What could have been done differently? If the justice system was involved with any of the different kinds of abuse that you identified, discuss the background family, social and cultural factors that contributed to keeping this abuse hidden from the scrutiny of the justice system. What kinds of legal and social interventions are currently available to help this kind of situation? (approximately 2 pages)