

Spring 2001  
AJ 136, Section 2  
Friday 9:00-11:45am  
Room MH 520

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## AJ136 VIOLENCE AND HATE IN THE FAMILY & COMMUNITY

### 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.

**The learning objectives** are for students to:

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
  - (a) statutory laws,
  - (b) role of law enforcement,
  - (c) proceedings within criminal, family and juvenile courts and
  - (d) auxiliary services offered by child protective, victim's advocates and family court agencies.

**Course Content:**

The topic 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.

- 3. Prerequisites.** Students should have passed the Writing Skills Test (WST), have upper division standing (56 units), and have completed their CORE GE classes.
- 4. 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*. 2<sup>nd</sup> Edition. Boston, Allyn & Bacon.

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

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

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 about child abuse or observing court proceedings, and writing a six-page summary and analysis based on the information covered in the course. (Students are expected to complete at least one of their two written assignments on court proceedings during the semester.) *See separate handouts for instructions on these papers.*

Students are required to collect newspaper and magazine clippings that illustrate concepts studied in this class. They are also expected to participate in small-group discussions (during class time) on social policy issues and may be asked to give a brief oral report to the whole class. Ungraded writing exercises are also expected in class after viewing video segments from documentary films and small group discussions.

A mid-term 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. 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 raise their grades by ½ level by attending the Santa Clara Child Abuse Conference Friday, March 23. Students must write a 3 page paper on what was learned. *More information will be available in class regarding location and scholarship application process.*

**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 and individually written assignments also enable students to examine their own attitudes, cultural and family beliefs about abusive relationships. The focus of these small group discussions 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

NFE6		Spring 2007	Friday 8:30-11:30
	Class date	Topic	Required Reading
1.	January 26	Course Overview & Spectrum of Violence	
2.	February 2	Physical & Sexual Abuse of Children	Wallace, Chpt. 1-3
3.	February 9	Child Neglect and Psychological Maltreatment	Wallace, Chpt. 4
4.	February 16	<ul style="list-style-type: none"> <li>◆ Child Witnesses to Domestic Violence</li> <li>◆ Community Response to Child Abuse &amp; Neglect</li> </ul>	Sagatun-Edwards, Chpt. 1,3-5 Wallace Chpt. 7
5.	February 23	<ul style="list-style-type: none"> <li>◆ Case Discussions</li> <li>◆ Mock Juvenile Court Hearing</li> </ul> First Paper Due: News articles or Court Observation	Barnett, Chpt. 6 Case Study
6.	March 2	Youth Gangs	Curry & Decker Chpts 1-3, 7
7.	March 9	Hate Crimes Midterm Review	Jeness & Broad Chpt. 2
8.	March 16	Midterm	
9.	March 23	Sexual Violence & Date Rape	Wallace, Chpt 13; Barnett Chpt. 7
	March 30	Spring Break-No Class	
10.	April 6	Partner Abuse	Wallace, Chpt. 8
11.	April 13	<ul style="list-style-type: none"> <li>◆ Same Sex Partner Abuse</li> <li>◆ Stalking &amp; Psychological Terrorizing</li> </ul>	Wallace, Chpt 11, 14
12.	April 20	<ul style="list-style-type: none"> <li>◆ Community Response to Partner Abuse</li> <li>◆ Treatment for Batterers</li> </ul>	Wallace, Chapt. 9
13.	April 27	<ul style="list-style-type: none"> <li>◆ Battered Women Who Kill</li> <li>◆ Mock Jury</li> </ul> Second Paper Due: Movie, Book, or	Handout

		Court Observation	
14.	May 4	Children of Family and Community Violence: Risks & Considerations	
15.	May 11	Elder Abuse Prep for Final Exam	Wallace, Chapt 10
16.	TBA	Final Exam	

**FINAL EXAM ON DAY EXAM IS SCHEDULED FOR THIS CLASS:  
THURSDAY, May 24, 2001, 9:00-11:15**

## 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.

**AJ136: WRITTEN ASSIGNMENTS AND SEMESTER PROJECTS.**

**ASSIGNMENT No 1.**

**REPORT ON BOOK OR MOVIE ABOUT CHILD ABUSE**

**Or**

**COURT OBSERVATION IN DEPENDENCY COURT**

For the first assignment, students have a choice:

You may choose to review one of the following books or movies about child physical abuse, molest, or neglect. 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*.

**OR**

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

**INSTRUCTIONS FOR COMPLETING ASSIGNMENT:**

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

- a) Write a brief synopsis of the case(s) that were reported in the articles/heard in court (about 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. (about 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. (about 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? (about 2 pages).

**DUE: February 23, 2001. NO LATE PAPERS ACCEPTED**

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

**AJ136: ASSIGNMENT No 2.**

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

**OR**

**B. COURT OBSERVATION OF FAMILY VIOLENCE PROCEEDINGS IN  
FAMILY COURT**

A. Specifically, 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*

Reading the book "The Great Santini" by Patrick Conroy is an alternative, as is "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.**

B. 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:**

The total length of each papers should be about 6 double-spaced typed pages, 12 font. It 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 ( in 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. (about one page)
- c) Discuss the precursors, correlates or causal factors that you consider are associated with or contributed to the abuse (about 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? (about 2 pages).

**DUE: April 27, 2001. NO LATE PAPERS ACCEPTED.**

“During this class exercise, you have been learning about the topic \_\_\_\_\_. Please answer the following questions. Your answers are confidential and anonymous.

1. The abuse of power demonstrated in this class exercise was based upon which of the following?: gender, ethnicity, race, religion, class, sexual orientation, disability, age.
  
2. Name one historical, social, economic or political factor that has contributed to society’s recognition of this type of abuse
  
3. The main psychological effects on victims of this type of abuse are:
  
4. Describe one attitude that you might have which would get in the way of you recognizing or intervening in this type of abuse
  
5. Describe how your own background experience (in terms of your ethnicity, race, culture, class, gender, or age) would help you in intervening with this type of abuse.
  
6. Name one important way in which you believe the justice system’s response to this type of abuse could be improved

**AJ 136E1: STUDY GUIDE FOR MID-TERM EXAM**  
**(With corresponding Advanced GE objective number)**

The following kinds of questions are likely to be asked for the mid-term. However, they will not necessarily be asked in the same form, instead they will appear as a series of true/false, multiple choice, fill-ins and short essay questions.

1. Family violence is multi-determined. List five factors that contribute to family violence (including both sociological and psychological causes). What are common underlying causes or correlates of family violence? (Objective 1)
2. Describe the inter-generational cycle of violence, showing linkages between spousal abuse, child-abuse and neglect, and violence among children and teenagers. (Objective 2)
3. List five factors that are likely to help decrease family violence (include community and social and legal protective factors). (Objective 5)
4. Name three reasons why child abuse is difficult to measure. Who is more at risk for child abuse: boys or girls, young children or older children, children of particular ethnic minorities or children of Caucasians? (Objective 3)
5. What kinds of babies are at higher risk for being abused? What are some early signs in the relationship between a mother and her baby that child abuse is more likely to develop? (Objective 1)
6. Describe the psychological effects of being a physically abused child. (Objective 3)
7. A child has been injured and there is a question of whether it has been accidental or intentional. Describe the behaviors and explanations of the caretakers that would make you suspect abuse. Describe the patterns of injuries from a medical examination that would make you suspect abuse.
8. Approximately how extensive is the difference between officially reported and self-reported sexual abuse of children under the age of 13 years. What are some of the reasons for this difference? Who is more likely to be a victim of sexual abuse - girls or boys, particular ethnic minorities or Caucasians? Who are most likely to be the perpetrators of intrafamilial abuse? (Objective 1)
9. Describe characteristics of incestuous families. Describe characteristics of perpetrators of child sexual molestation. (Objective 1)
10. What kind of behavior is more likely to distinguish children who have been sexually abused from children who have been physically abused?

11. Describe the long-term psychological effects of child sexual molestation. (Objective 3)
12. Describe ten indicators of child neglect. Is it always justified to remove a child from a dirty home? If not, what are the determining facts that would justify removing the child? (Objective 4)
13. What is the "failure to thrive" syndrome? What are some medical conditions that could cause a baby not to thrive? What is "sudden infant death syndrome" or SIDS? When might you suspect that an infant who has died suddenly might have been murdered rather than suffering from SIDS?
14. What is Munchausen's Syndrome? What is "fetal alcohol syndrome"? What are some of the behavioral signs that a baby has suffered from this?
15. Describe five types of psychological maltreatment of children? What are some general criteria for CPS to take action on a case of psychological maltreatment?
16. In general, which has more serious long term effects - emotional abuse or physical abuse? Why is this a difficult question to answer definitively? (Objective 3)
17. Describe two major ideological movements during the nineteenth century that characterize US society's response to child abuse and neglect. (Objective 2)
18. What legal events during the 1960's changed the manner in which the justice system in the US responded to teenage delinquency? What medical events during the 1960's changed the detection of child abuse and helped spur the impetus for mandatory reporting laws? (Objective 2)
19. The Family Preservation Movement in response to child abuse, neglect and molest in the US dates from 1980 when Congress passed the Adoption Assistance and Child Welfare Act. How did this Act change the way in which states and local jurisdictions deal with families of abuse? How did it change the function of juvenile courts? (Objective 2)
20. Who is mandated to report suspected incidents of child abuse, neglect and molest? To whom do they report and within what time frame? What are the consequences of not reporting? What are the consequences to those who report suspected abuse if the alleged incident is not substantiated or proves to be unfounded? Can people who are not mandated reporters make reports of suspected child abuse? What do you do if you are not sure that an incident is reportable? (Objective 6)
21. Describe the procedures that Child Protective Services should take to investigate abuse, and what powers they have to remove a child from a home without the consent of parents? What provisions must they make before removing a child from the home? (Objective 6)

22. Describe the different kinds of hearings in Juvenile Court that are required in order to keep a child in the custody of the state, and the maximum time that is allowed between each type of hearing. What kinds of services are provided for the family to help them reunify, and what protections are often put in place during that time. (Objective 6)
23. Who speaks for the child in juvenile court? If there are more than one likely spokespersons, describe their different roles. Who are entitled to be legally represented in a dependency hearing? (Objective 6)
24. What is the role of law enforcement officers in a suspected case of child abuse, neglect or molestation? What does cross-reporting mean? (Objective 6)
25. Why is it that the same allegation of child abuse or molest can be heard in four different courts - juvenile, criminal, domestic relations and civil? (Objective 6)
26. Describe team interviewing of children who have been suspected victims of sexual abuse. What is the rationale for team interviewing? Why is interviewing children of alleged sexual abuse a task of specially qualified law enforcement investigators and forensic child psychologists? Describe the basic principles for interviewing young children where sexual abuse has been suspected. (Objective 5)
27. Describe four main reasons why teenagers join gangs. Under what conditions are gang activities likely to become criminal? (Objective 4)
28. Discuss ways of preventing adolescents from joining gangs. What are the strategies for helping adolescents leave gangs? (Objective 5)
29. What are juveniles criminal liabilities for being in the presence of peers who commit felonies?
30. Who are likely to commit hate crimes? What social conditions are likely to produce hate crimes? Why are hate crimes so difficult to detect and to prosecute? (Objective 2).

**AJ136S2. STUDY GUIDE FOR FINAL EXAM**  
**(With corresponding Advanced GE objective number)**

The following kinds of questions are likely to be asked for the final exam. However, they will not necessarily be asked in the same form, instead they will appear as a series of true/false, multiple choice, fill-ins and short essay questions. Students might also be given a brief vignette of family violence and asked questions about the justice system's management of that situation.

1. Give evidence showing that date rape is an under-reported and under-prosecuted crime. Give three reasons why this is so. (Objective 1)
2. Suggest three community or social attitudes that are conducive to rape. Comment on the ways in which men's attitudes are different from women's attitudes. (Objective 4)
3. Describe the long term psychological effects of rape. Are there important differences between date and stranger rape in terms of these long term psychological effects? (Objective 3)
4. Describe the difference between anger rape and power rape. (Objective 1)
5. Describe the three stages of the typical "cycle of violence" and the effect of the cycle upon victims. (Objective 3)
6. Describe the psychological characteristics of battering men. What is a good predictor for which male children are likely to become violent when they are adults? (Objective 1).
7. What are the criteria for the battered women's syndrome? Give five reasons why women are reluctant to leave their abusive mates? (Objective 1)
8. Violence between intimate partners occurs in every social, economic, religious and ethnic group. However it tends to be more common in some groups than others. Describe the educational, occupational and employment status of typical batterers. (Objective 1).
9. Intermittent and ongoing male battering, male controlling violence, female initiated violence, separation-induced trauma and paranoid and psychotic reactions are five types of violence identified in studies of divorcing families disputing custody of their children. Name two prominent features of each type of violence.
10. What are the grounds for arresting a person suspected of domestic violence? Under what conditions can the suspect be kept in jail without charges being filed by the DA? What precautions should be taken to protect the alleged victim when an inmate is released? (Objective 6)

11. Give four reasons why mandatory arrest policies for domestic violence are presumed to be a good idea. Have the results of research studies supported the presumed benefits of mandatory arrest policies? (Objective 6)
12. Describe four ways in which police officers and police administrators have circumvented mandatory arrest policies. (Objective 6)
13. Give three reasons for prosecutors to have a “no drop” policy (i.e. refuse to allow victims to drop charges against their partners for domestic violence). Give three reasons why this may not be a good policy. (Objective 6)
14. Describe three ways in which district attorneys have improved their response to domestic violence. (Objective 6)
15. What is an emergency protective order (EPO) and how and when can it be obtained? How long are EPO’s remain effective? (Objective 6)
16. Describe three different kinds of restraining orders typically issued in family courts in California. What other kinds of orders (or injunctive relief) can be obtained in family court for domestic violence victims? What are three advantages and three disadvantages of restraining orders? (Objective 6)
17. Can protective orders be obtained in both criminal and family courts? If so, are there any differences between these orders? What does it mean for temporary restraining orders to be obtained “ex-parte” in family court whereas this is not possible for permanent orders? (Objective 6)
18. What are the criteria for a battered woman to be acquitted on the grounds of self-defense if she murders her abusing partner? Why might these criteria be unfairly stringent for a battered woman? (Objective 6)
19. Why is marital counseling normally not advisable for cases of domestic violence? Why is mediation discouraged in cases of domestic violence? (Objective 4)
20. What two kinds of treatments are most often recommended for violent men? Briefly describe the principles upon which these two treatments are based. What is the rationale for mandating treatment for domestic violence offenders? (Objective 1)
21. You are a judge in family court. Make up a custody and visitation order to protect young children where there is a history of ongoing, repetitive violence by an alcoholic father. (Objective 5)
22. Give the legal definition of stalking (as developed by the National Institute of Justice, 1993). Why has it been so difficult and controversial to obtain stalking laws with stiff

penalties? Are the majority of stalkers likely to be lethal? Give five indicators of potential for lethality. (Objective 2)

23. You have a friend who is being stalked. Describe what legal measures can be taken. Prescribe five personal safety measures your friend could take in each of the following places: in her own home and in her vehicle. (Objective 5)
24. Describe three special features of abuse in homosexual relationships that are not usually true of heterosexual relationships. (Objective 3)
25. List five types of elder abuse and give examples for each. (Objective 1)
26. Give two causes of elder abuse that are supported by research studies. (Objective 1)
27. Describe the legal difference between a “conservator” and a “guardian” for elderly or handicapped persons. How do these measures help prevent elder abuse? If not, why not? (Objective 6)
28. What do you consider to be one of the most important problems to be addressed within family violence. Give data on the incidence or prevalence of this problem. Give reasons for why you consider it to be a serious problem. Suggest some specific measures that should be taken to prevent or ameliorate the problem. (Objective 5)