

AJ136
Violence And Hate In The Family & Community

Fall 2003
AJ 136, Section 1
Friday 9:00-11:45am

Lecturer: Maureen Lowell, MA
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Course Description

This course examines abusive relationships, community response, justice system policy and preventive interventions. Topics include child abuse and neglect, gangs, hate crimes, rape, marital violence and elder & dependent adult 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;

* Preferred contact number. I seldom, if ever, check the University voicemail.

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- 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*. 2nd 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 are required during the semester. Each assignment involves viewing a movie or reading a book about family violence or observing court proceedings, undertaking library or internet research, 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.*

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Students are required to prepare a case for an in-class mock hearing/trial. Students will be divided into two groups to address child maltreatment and adult abuse cases. A case summary must be written and presented which includes court structure, function of the court, court players and who they represent.

Students can improve their grade up to a half letter grade by collecting newspaper and magazine clippings that illustrate concepts studied in this class. Extra credit is available for articles that are summarized in a three page paper on how the article reflects the issue of and social response to violence in the family and community.

Students will 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 will also be included in class after viewing video segments from documentary films or as part of 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 30% for each exam, and 20% for each report. (The academic standards for each grade are provided in a separate handout.)

Teaching Philosophy: This class combines reading, 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, and cultural and family beliefs about abusive relationships. The focus of these small group discussions is on developing practical, creative and effective community and justice system responses for 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.

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Class Schedule

AJ-136		Spring 2002		Friday 9:00-11:45am
Class date	Topic		Required Reading	
1.	August 29, 2003	<ul style="list-style-type: none"> • Greensheet & Diagnostic pretest (Ungraded) • Course Overview & Spectrum of Violence & Community Response 	<ul style="list-style-type: none"> • Wallace Chapt. 1 	
2.	September 5, 2003	<ul style="list-style-type: none"> • Physical & Sexual Abuse of Children 	<ul style="list-style-type: none"> • Wallace, Chapt. 1-3 	
3.	September 12, 2003	<ul style="list-style-type: none"> • Child Neglect and Psychological Maltreatment 	<ul style="list-style-type: none"> • Wallace, Chapt. 4 • Sagatun-Edwards, 1, 3-5 	
4.	September 19, 2003	<ul style="list-style-type: none"> • Community Response to Child Abuse & Neglect • Class discussion: Abuse & Neglect Cases 	<ul style="list-style-type: none"> • Wallace Chapt. 7 • Hubner & Wolfson, "Somebody Else's Children"-selected cases • 	
5.	September 26, 2003	<ul style="list-style-type: none"> • Mock Juvenile Court Hearing • Youth Gangs <p style="text-align: center;">First Paper Due: Book/Film Review or Court Observation</p>	<ul style="list-style-type: none"> • Curry & Decker Chpts. 1-3, 7 	
6.	October 3, 2003	<ul style="list-style-type: none"> • Youth Gangs • Midterm Review 		
7.	October 10, 2003	<ul style="list-style-type: none"> • MIDTERM 		
8.	October 17, 2003	<ul style="list-style-type: none"> • Partner Abuse 	<ul style="list-style-type: none"> • Wallace, Chpt. 8 • 	
9.	October 24, 2003	<ul style="list-style-type: none"> • Child Witnesses to Violence 	<ul style="list-style-type: none"> • Barnett, Chapter 6 "Children Exposed to Marital Violence" • OPTIONAL: Handout: 	

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			<p>“Child Custody Disputes and DV: Critical Issues for Mental Health, Social Services & Legal Professionals”*</p> <p>OPTIONAL : *Holden, Geffner & Jouriles, <u>Children Exposed to Marital Violence</u> Chapt. 12 (p. 371)</p> <p>•</p>
	October 31, 2003	<ul style="list-style-type: none"> • Same Sex Partner Abuse • Stalking & Psychological Terrorizing 	<ul style="list-style-type: none"> • Wallace, Chapt 11 • Wallace, Chapt. 14
10.	November 7, 2003	<ul style="list-style-type: none"> • Community Response to Partner Abuse • Battered Women Who Kill 	<ul style="list-style-type: none"> • Wallace, Chapt. 9
11.	November 14, 2003	<ul style="list-style-type: none"> • Treatment for Batterers • Mock Jury Trial • In-class discussion <p>Second Paper Due: Movie, Book, or Court Observation (no late papers)</p>	<ul style="list-style-type: none"> • Case study
12.	November 21, 2003	<ul style="list-style-type: none"> • Sexual Violence & Date Rape • Hate Crimes 	<ul style="list-style-type: none"> • Wallace, Chpt 13; Barnett Chpt. 7 • Jenness & Broad Chpt. 2
13.	November 28, 2003	<ul style="list-style-type: none"> • THANKSGIVING BREAK-NO CLASS 	
14.	December 5, 2003	<ul style="list-style-type: none"> • Elder Abuse • Prep for Final Exam 	<ul style="list-style-type: none"> • Wallace, Chapt. 10
15.	Dec. 11, '03	Final Exam: Thursday, Dec. 11, 715-930	

**FINAL EXAM FOR THIS CLASS IS SCHEDULED FOR:
Thursday, Dec. 11, 715-930**

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.