

FALL 2004  
 AJ 136, Section 1  
 MonWed 12:00-1:15pm

Dr. Jan Johnston  
*Office:* MacQuarrie Hall Rm 508  
*Office Phone:* 408 924-2942  
 Email: johnston@email.sjsu.edu  
*Office Hours:* Mo & Wed 9-10am  
 Mon & Wed 2-5:30pm  
 (except for faculty meetings)  
 Tuesdays by appointment

## 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
  - 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 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. (2005). *Family violence: Legal, medical and social perspectives*. 4<sup>th</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. (2005). *Family violence across the life span*. 2<sup>nd</sup> Edition, 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 family abuse, undertaking library or internet research, and writing a six-page summary and analysis based on the information covered in the course. *See attached handouts for detailed instructions on these papers.*

Students 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 30% for each exam and 20% for each report. (The academic standards for each grade are provided on page 6 of this handout.)

Extra Credit: Students may be raise their grades by ½ level by ONE of the following:

- attending hearings of child abuse and endangerment cases in Dependency (Juvenile) Court
- attending court proceedings in cases of partner or spouse abuse at either the domestic relations court, criminal court, or on Court TV.

A letter of introduction will be provided to you with details on how to attend these hearings. *A three-page paper describing the observation or hearing and relating it to concepts studied in this class must be submitted on or before the last day of class.*

**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 papers 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**

Aug 25	Course overview (Wallace Chpt 1).
Aug 30, Sep 1	Physical & sexual abuse of children (Wallace, Chpt 2 & 3)
Sep 6,8	Child neglect & psychological maltreatment (Wallace, Chpt 4; Barnett et al., Chpt 6)
Sep 13	Effects of trauma on young children (Barnett Chpt 6)

- Sep 15,20 Response to child abuse and neglect by justice system, professionals and community (Sagatun & Edwards Chpt 1, 3,4,5; Wallace, Chpt 7)
- Sep 22 Class discussion & of abuse and neglect cases from the book *Somebody Else's Children* by Hubner & Wolfson & mock Juvenile court hearing.
- Sep 27,29 Special Juvenile Courts: DV & family violence courts for youth offenders  
Drug courts for parents,
- Oct 4 First paper is due!**
- Oct 4,6,11 Neighborhood gang violence (Curry & Decker Chpts 1,2,3,7)  
Hate crimes (Jenness & Broad, Chpt 2)
- Oct 13 Review in preparation for midterm
- Oct 18 **MID-TERM EXAM**
- Oct 20,25 Intimate partner & spousal abuse (Wallace, Chpt 8, Chpt 15)
- Oct 27,Nov1 Sexual violence & date rape (Wallace, Chpt 13; Barnett Chpt 8)
- Nov 3 Stalking & psychological terrorizing (Wallace Chpt 14)
- Nov 8 Abuse in homosexual relationships & other special populations (Wallace Chpt 11, 12)
- Nov 10,15 Justice system and community response to mate abuse (Wallace Chpt 9)
- Nov 17 Treatment for Batterers (Barnett pp 334-342)
- Nov 22,29 Battered women who kill their violent mates  
Class discussion and mock jury.
- Nov 22 Second paper is due!**
- Nov 24 NO CLASS**
- Dec 1 Children of domestic violence: Custody and visitation decision-making & abduction risk management)
- Dec 6 Abuse of the Elderly and Handicapped (Wallace Chpt 10;

Barnett, Chpt 12)

Dec 8

Review in preparation for final exam scheduled for this class on:  
**FRIDAY DECEMBER 17, 2004, 9:45-12 noon**

## 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**

**ASSIGNMENT No 1: DUE OCTOBER 4<sup>TH</sup>, 2004.**  
**Late papers will lose 5 points for each day overdue!**

**Report on book or movie about child abuse**

You may choose to review a book or movie about **child physical abuse, molest, or neglect.**

Books include *A Child Called It*, *The Lost Boy*, or *A Man Named Dave*, all three by David Pelzer; *The Liars Club*, by M. Karr; *White Oleander*, by J. Fitch; *Prince of Tides* by Patrick Conroy; *Another Place at the Table* by Kathy Harrison.

Movies include *THE COLOR PURPLE*, *PRINCE OF TIDES*, *SYBIL*, *THIS BOY'S LIFE*, *RADIO FLYER*, *WHITE OLEANDER*, *AFFLICTION*.

**ASSIGNMENT No 2. DUE NOVEMBER 22, 2004.**  
**Late papers will lose 5 points for each day overdue!**

**Review of a film or book about spousal/ partner abuse or hate crimes**

Specifically, you may review and comment on one of following movies or books about **spousal or partner abuse or hate crimes:**

Movies include *ONCE WERE WARRIORS*, *THE BURNING BED*, *ENOUGH*, *THE GREAT SANTINI*, *AFFLICTION*, *BOYS DON'T CRY*.

Books include *The Great Santini* by Patrick Conroy, *The Woman Who Walked into Doors* by Roddy Doyle, *Black and Blue* by Anna Quindlen.

**Other books or movies may be substituted for each assignment with instructor approval.**

**INSTRUCTIONS FOR COMPLETING BOTH ASSIGNMENTS:**

The total length of each paper should be about 6 double-spaced typed pages (12 font). It should address each of the items (a - e) below in essay form. Include definitions, concepts and theories that support your assertions and at least three references, one of which can be the course text. A reference list with at least two references from sources other than the texts should be attached. All references within the text and in the attached bibliography should be strictly in APA style.

- a) Write a brief synopsis of the movie/book that you have chosen to review OR the case(s) that you observed in court (*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.). Give a definition of each type of abuse and specific examples from the movie/book/case. Suggest what historical, social or political factors influenced the recognition of this kind of abuse. These factors may have occurred after the setting of the movie. Present clearly the time perspective. Include citations. (*About one page*).
- c) Discuss the precursors, correlates or causal factors that you consider are associated with or contributed to the abuse. Be sure to describe the relevant theories and include citations. Also discuss the likely consequences of this kind of abuse on the victims, backing up your arguments with citations. (*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.). Discuss the role of the different courts (criminal, family and juvenile/dependency court). How effective were the actions of the justice system? If the justice system was not involved with any of the different kinds of abuse that you identified, what hindered the actions/response?
- e) Discuss the background family, social and cultural factors that contributed to keeping the abuse hidden from the scrutiny of the justice system. What kinds of legal and community interventions are currently available to help this kind of situation? (*About 2 pages*).