

JS 136 (2)

Violence And Hate In The Family & Community

Spring 2005

JS 136, Section 2

Tuesday 5:30pm-8:15pm

Lecturer: Maureen Lowell, MA

Office Hours: Tuesday 4:30-5:30pm
Friday 11:00AM-12:00

Office: MacQuarrie Hall
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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.** JS136 has been approved for Area S. of Advanced General Education.

Required Reading:

1. Wallace, H. (2005). *Family violence: Legal, medical and social perspectives*. 4th Edition. Boston, Allyn & Bacon.
2. Sagatun-Edwards, I.J. & Edwards, L.P. (1995). *Child abuse and the legal system*. Chicago: Nelson Hall.
3. Hubner, J & Wolfson, J (1996) *Somebody Else's Children*. Three Rivers Press, New York. ISBN: 0-609-80170-8.

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

1. Barnett, O.W., Miller-Perrin, C.L.; & Perrin, R.D. (1997). *Family violence across the life span*. Newbury Park, CA: Sage.
2. Curry, C.D., & Decker, S.H. (1998). *Confronting gangs: Crime and community*. L.A.: Roxbury.
3. 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, undertaking library and internet research, and writing a six-page summary and analysis based on the information covered in the course. Papers are graded on a 45 point rubric. Please note due date. Late papers will be docked **5 points for the first day late** and **2 points for each day late**. *See separate handouts for instructions on these papers.*

Students are expected to participate in small-group discussions (during class time) on social policy issues, including an in-class mock hearing/trial and may be asked to give a brief oral report to the whole class. Ungraded, writing exercises will also be included in

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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 is included.)

Extra Credit

Students can improve their grade up to a half letter grade by ONE of the following:

- ✦ Attending a hearing in juvenile dependency court
- ✦ Attending court proceedings in cases of intimate partner violence in Family or Criminal Courts
- ✦ Participation in approved University programs relating to topics covered in the course.

A letter of introduction will be provided for those students wishing to observe court proceedings and course of conduct discussed. Notify the instructor if interested.

Extra credit is available for articles that are summarized in a three page paper on how the article or court proceeding reflects the issue of and social response to violence in the family and community. You may use the course objectives or paper format as a guide.

Papers must be submitted on or before the last day of class.

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.

Academic Honesty: In accordance with University policy this course strives to uphold academic honesty. Page 40 of the University catalogue clearly details University policies regarding cheating and plagiarism. Cheating includes copying, submitting work previously graded in another course or submitting work simultaneously in two courses (unless otherwise approved), altering or interfering with grades, and use of surrogates for examinations. Plagiarism involves “representing the work of another as one’s own without appropriate credit.” (S98-1, p2). If a student is suspected of academic dishonesty, the student will be instructed to meet for a mandatory conference with the instructor. Further academic and administrative sanctions will be considered based on the infraction.

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Class Schedule

Spring 2005		AJ-136 (2)		Tuesdays 5:30-8:15pm	
	Class date	Topic		Required Reading	
1.	February 1, 2005	<ul style="list-style-type: none"> ✦ Greensheet & Diagnostic pretest (Ungraded) ✦ Course Overview: Spectrum of Violence & Models for Community Response 	<ul style="list-style-type: none"> ✦ Wallace Chapter 1 ✦ Wallace Chapter 15 ✦ Sagatun-Edwards 1-2 		
2.	February 8	<ul style="list-style-type: none"> ✦ Child Neglect ✦ Physical Abuse of Children 	<ul style="list-style-type: none"> ✦ Wallace, Chapter 4 ✦ Wallace, Chapter 2 ✦ Hubner & Wolfson (Nikki) <ul style="list-style-type: none"> ○ Ch 2,4,7,8,10-13 ○ (55 pgs) 		
3.	February 15	<ul style="list-style-type: none"> ✦ Sexual Abuse of Children ✦ Psychological Maltreatment 	<ul style="list-style-type: none"> ✦ Wallace, Chapter 3 ✦ Hubner & Wolfson (Kimberly) <ul style="list-style-type: none"> ○ Ch 14-17 (40pgs) 		
4.	February 22	<ul style="list-style-type: none"> ✦ Community Response to Child Abuse & Neglect 	<ul style="list-style-type: none"> ✦ Sagatun-Edwards 3-5 ✦ Wallace Chapter 7 		
5.	March 1 First Paper Due	<ul style="list-style-type: none"> ✦ Class discussion: Abuse & Neglect Cases 	<ul style="list-style-type: none"> ✦ Hubner & Wolfson <ul style="list-style-type: none"> ✦ Nikki 		
6.	March 8	<ul style="list-style-type: none"> ✦ Mock Juvenile Court Hearing ✦ Youth Violence 	<ul style="list-style-type: none"> ✦ Hubner & Wolfson <ul style="list-style-type: none"> ○ Kimberly ✦ Hubner & Wolfson (Corey) <ul style="list-style-type: none"> ○ Ch 28,29,31 (19pgs) ✦ First Paper Due 		
7.	March 15	<ul style="list-style-type: none"> ✦ Youth Gangs ✦ Midterm Review 	<ul style="list-style-type: none"> ✦ Curry & Decker Chpts. 1-3, 7 (optional reading) 		
8.	March 22	✦ MIDTERM EXAM			

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	March 29	↓ Spring Break	
9.	April 5	✦ Partner Abuse	✦ Wallace, Chpt. 8 ✦ Barnett, Chapter 8 (Opt)
10	April 12	✦ Same Sex Partner Abuse ✦ Effects Of IPV on victims & children ✦ Child Witnesses to Violence	✦ Wallace, Chapter 11 ✦ Barnett, Chapter 9 ✦ Barnett, Chapter 6 "Children Exposed to Marital Violence" *Holden, Geffner & Jouriles, <u>Children Exposed to Marital Violence</u> Chapt. 12 (p. 371)
11	April 19	✦ Stalking & Psychological Terrorizing ✦ Community Response to Partner Abuse	✦ Wallace, Chapter 14 ✦ Wallace, Chapter 9
12	April 26 Second Paper Due	✦ Coordinated Community Response ✦ Treatment for Batterers	✦ Barnett Chapter 11
13	May 3	✦ Battered Women Who Kill ✦ Mock Jury Trial/In-class discussion	✦ Case study ✦ Second Paper Due
14	May 10	✦ Sexual Violence & Date Rape ✦ Elder Abuse	✦ Wallace, Chpt 13; ✦ Barnett Chpt. 7 ✦ Wallace, Chapt. 10
15	May 17	✦ Hate Crimes ✦ Prep for Final Exam	✦ Jenness & Broad Chpt. 2
F	May 24, 2005	Final Exam: Tuesday, May 24 5:15pm-7:30pm	

FINAL EXAM FOR THIS CLASS IS SCHEDULED FOR:

Tuesday, May 24 1715-1930

Please check your schedule for conflicts and notify the instructor

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: CHILD ABUSE

Report on book or movie about **Child Abuse**

Due Date: ~~September 24, 2004~~ March 8, 2005

(Late papers will be docked points for each day late.)

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*, or *A Man Named Dave* by David Pelzer, Health Communications; *Another Place at the Table* by Kathy Harrison; *The Liars Club*, by M. Karr, Penquin; *White Oleander*, by J. Fitch, Time-Warner, and *Prince of Tides* by Patrick Conroy, "The Great Santini" by Patrick Conroy

Movies include: *RADIO FLYER*, *THIS BOY'S LIFE*, *SYBIL*, *WHITE OLEANDER*, *AFFLICTION*

ASSIGNMENT No 2: Intimate Partner Violence or Hate Crimes

Report on book or movie about **Intimate Partner Violence or Hate Crimes**

Due Date: ~~November 12, 2004~~ May 3, 2005

(Late papers will be docked points for each day late.)

You may choose to review one of the following books or movies about intimate partner violence or hate crimes:

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

Movies include: *ONCE WERE WARRIORS*, *THE BURNING BED*, *SLEEPING WITH THE ENEMY*, *BOYS DON' CRY*

Any alternate books or movies must be approved by the instructor at least two weeks prior to the due date.

INSTRUCTIONS FOR COMPLETING ASSIGNMENTS:

The total length of each paper should be six double-spaced typed pages (12 font). It should address each of the items (a - i) below in essay form. Include definitions, concepts and theories that support your assertions and at least 3 references, one of which can be from required text and one of which can be an on-line reference. Be sure your references are properly cited using APA style and include a bibliography or reference page. Please note previous reference to University policy for academic honesty.

- a) Write a brief synopsis of the case(s) that were reported in the book or movie (about one page).
- b) Identify the specific forms of family violence that were illustrated. Define and 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)

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- c) 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)
- d) Discuss the precursors, correlates or causal factors that you consider to be associated with or contributed to the abuse and the relevant theories that help explain this type of abuse. If you have insufficient information about the family, suggest the kind of information you would gather that would address this question. Site sources that support your assertions. (about 1 pages)
- e) Discuss the effects of the violence on the victim or victims and the victim's response and accommodation to the abuse. Refer to specific examples.
- f) Discuss past and present attitudes and/or cultural beliefs that have inhibited reporting and intervention in this form of violence. Discuss personal beliefs that may effect your own acknowledgement of this violence or abuse.
- g) Discuss the response of different parts of the justice system to each type of violence described (i.e. the actions of police, DA, judges, attorney for defendant or for child etc.). If there was not justice system response, what hindered the response? What should the response have been? What were the conditions at the time of the story? How have they changed and what would the response be today based on current response systems. (about 1 pages)
 - How effective were the actions of the justice system?
 - What could have been done differently?
- h) Discuss the background of the family, cultural and social factors that contributed to keeping the abuse hidden from the scrutiny of the justice system and/or the community?
- i) What kinds of legal and community interventions and services are available today? (about 1 pages)

Paper Grading Rubric

See Assignment for full details

Points	Paper includes:
2	Brief synopsis of the movie book or case
5	Examples of types of family violence in case/story with definition of each type of abuse
5	Historical, social or political factors that influenced the recognition of this kind of abuse
5	Precursors, correlates, causal factors and/or theories associated with the abuse presented clearly. Examples effectively used to illustrate the assertions.
5	Description/examples of the effects of the violence/abuse on the victim(s).
5	Response of different parts of the justice system to the violence, role of courts & effectiveness of the justice system response
5	Family, social and cultural factors that contributed to keeping this abuse hidden from the scrutiny of the community and/or justice system or inhibited early detection, intervention and/or prevention
5	Legal and community interventions currently available to help
3	Effective use of references, clear citations, bibliography of at least 3 sources provided
5	Clearly written, proof-read for typos