

JS 136 (2)
Violence And Hate In The Family & Community

Spring 2007

JS 136, Section 2

Friday 9:00-11:45am

LECTURER: Maureen Lowell, MA

OFFICE HOURS: Friday 11:45-12:45pm

Monday 10:15-11:15am

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529

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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.

Area S: "courses to meet areas R, S, and V of SJS Studies must be taken from 3 different dept or distinct academic units."

GE Student Learning Objectives

After successfully completing the course, students shall be able to:

1. describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality; (course learning objectives 1 and 3)
2. describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.; (Course learning objective 2)
3. describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).; and (course learning objectives 4 and 5)
4. recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S. (Course learning objectives 5 and 6)

The Course 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

* Preferred contact number. I never check a university voicemail.

JS 136 (2)

Violence And Hate In The Family & Community

- (d) auxiliary services offered by child protective, victim's advocates and family court agencies.

Two writing assignments require students demonstrate their understanding of the course learning objectives 1-6 as stated above. Other experiences that develop mastery of the objectives include small group discussions and exercises analyzing case vignettes, mock trials, documentary film reviews, class debates and observations in dependency, family and criminal courts,.

Course Content:

The course is divided into five parts that range over the life span of individuals in diverse socioeconomic, ethnic and racial communities:

- 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.

Recurring 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 legitimize the abuse of power provides the basic framework for the analysis of all violence and abuse. An understanding of how infant and child 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. A further theme is the development of civic responsibility in individuals and groups to recognize and respond effectively to violence in diverse communities and the development of awareness of attitudes and beliefs that support and/or hinder social action.

Prerequisites. Students should have passed the Writing Skills Test (WST), have upper division standing (56 units), and have completed their CORE GE classes. For students enrolled after January 2005, students are required to have completed or be co-enrolled in 100W.

Course Add/Drop Statement

Instructors are permitted to drop students who fail to attend the first scheduled class meeting and who fail to inform the instructor prior to the second class meeting of the reason for any absence and their intention to continue in the class. Some instructors will drop students who do not meet the stated course prerequisites. However, instructors are not required to drop a student from their course. ***It is the student's responsibility to make sure classes are dropped.***

You, the student, are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at: http://sa.sjsu.edu/student_conduct

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.
4. **Materials:** CD of lecture slides (PowerPoint) and separate documents (provided in class and/or on the web)

Recommended Readings (but not required) will be excerpts from the following books. These are available on reserve in the instructor's office.

JS 136 (2)

Violence And Hate In The Family & Community

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:

Papers

Two take-home written assignments are required during the semester. Each assignment involves library and internet research and writing a six-page paper and analysis based on the information covered in the course. The first paper requires students to research a current controversy in family violence, presenting both sides of the issue based on current research and taking an informed position. Students will submit articles for approval prior to writing the paper. The second paper requires students to view a movie or read a book about family or community violence and write a 8-10 page paper using the story as a case study. See assignment page for details. Papers are graded on a 50 point rubric (provided). Please note the due date. Late papers will be docked **4 points for the first day late** and **1 point for each day after**.

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 class. Ungraded, writing exercises will also be included in class after viewing video segments from documentary films or as part of small group discussions.

Exams

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 included.)

Extra Credit

Extra credit opportunities are available to those students who have completed all other course requirements including both exams and both papers. Students can improve their grade up to a half letter grade by completing 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 sign-up sheet for court observations will be available through the instructor. A letter of introduction will be provided to those students wishing to observe court proceedings and course of conduct will be discussed. Notify the instructor if interested.

Students will summarize in a three page paper how the observation or experience increased their awareness of concepts learned in the course. Students should apply and illustrate concepts learned in the course. Students may wish to use the course objectives as a guide for content.

Papers must be submitted by the midterm for dependency court observations and on or before the last day of class for experiences pertaining to post-midterm topics.

Teaching Philosophy

This class combines reading, lectures and video segments to present the conceptual material. Regular in-class discussions and group exercises are used for students to critique the readings, lectures, videos and data presented on rates of incidence and prevalence of violence. These small group activities and individually written assignments, in class and through outside assignments, also enable students to examine their own attitudes, and cultural and family beliefs about abusive relationships. The focus of the in-class discussions is on engaging in dialogue about critical issues and developing practical, creative and effective community and justice

JS 136 (2)

Violence And Hate In The Family & Community

system responses for preventing and intervening in violence that are respectful of diverse perspectives 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 for mid-term exam will typically be done on the make-up day of final's week.

Warning: The material covered in class is not hypothetical and reflects experiences shared by many individuals including individuals enrolled in the course. It is not unusual for students to have experienced some of the abuses discussed and these associations may bring up strong feelings. If you feel the material is bringing up issues for you that are affecting your ability to be successful in the course, please take advantage of the University counseling center and see the instructor.

Due to the nature of the course, the instructor asks that students not bring children to class. The topics and audio-visuals used in class are not intended for children.

Academic Integrity Statement:

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct & Ethical Development for disciplinary action which could result in suspension or expulsion from San José State University. The policy on academic integrity can be found at: http://sa.sjsu.edu/student_conduct

To better understand plagiarism and to aid you in making sure that you are not plagiarizing, please see me and/or visit: <http://tutorials.sjlibrary.org/plagiarism/index.htm>

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. Academic honesty is taken very seriously and any violations of university policy will not be tolerated.

American with Disabilities Act









If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires students with disabilities requesting accommodations must register with DRC to establish a record of their disability.

JS 136 (2)
Violence And Hate In The Family & Community

Class Schedule

Spring 2007		JS 136 (2)		Friday 9:00-11:45am	
	Class date	Topic		Required Reading	
1.	26 January 07	✚	Green sheets & Course Overview	Wallace Chapter 1	
		✚	Spectrum of Violence & Models for Community Response	Sagatun-Edwards 1-2	
2.	2 February 07	✚	Constructs of Abuse	Wallace, Chapter 4	
		✚	Child Neglect		
3.	9 February 07	✚	Psychological Maltreatment	Hubner & Wolfson (Nikki) Ch 2,4,7,8,10-13 (55 pgs)	
		✚	Physical Abuse of Children	Wallace, Chapter 2	
4.	16 February 07	✚	Community Response to Child Abuse & Neglect	Sagatun-Edwards 3-5	
		✚	Class discussion: Abuse & Neglect Cases	Wallace Chapter 7	
5.	23 February 07	✚	Sexual Abuse of Children	Wallace, Chapter 3	
		✚	Community Response CSA	Hubner & Wolfson (Kimberly)	
		✚	Mock Juvenile Court Hearing	Ch 14-17 (40pgs)	
6.	2 March 07	✚	Effects of Abuse & neglect	Hubner & Wolfson (Corey) Ch 28,29,31 (19pgs)	
	Paper Due	✚	Youth Violence	First Paper Due	
7.	9 March 07	✚	Youth Gangs	Curry & Decker Chpts. 1-3, 7 (optional reading)	
		✚	Midterm Review		
8.	16 March 07	✚	MIDTERM EXAM	MIDTERM EXAM	
9.	23 March 07	✚	Elder Abuse	Wallace, Chapt. 10	
		✚	Partner Abuse	Wallace, Chpt. 8 Barnett, Chapter 8 (Opt)	
10.	30 March 07	✚	Spring Break		
11.	6 April 07	✚	Psychological Dominance	Wallace, Chapter 11	
		✚	Same Sex Partner Abuse		
12.	13 April 07	✚	Child Witnesses to Violence & Effects Of IPV on victims	http://www.childwelfare.gov/pubs/usermanuals/domesticviolence/ (worksheet)	
		✚	Coordinated Community Response		

JS 136 (2)
Violence And Hate In The Family & Community

			Barnett, Chapter 9 (opt) Barnett, Chapter 6 (opt) Wallace Chapter 15 Wallace, Chapter 9
13.	20 April 07	<ul style="list-style-type: none">  Coordinated Community Response  Treatment for Batterers  Battered Women Who Kill 	Barnett Chapter 11 (opt) http://www.vawnet.org/DomesticViolence/Research/VAWnetDocs/AR_bip.pdf Case study
14.	27 April 07 Paper due	<ul style="list-style-type: none">  Battered Women Who Kill & Mock Jury Trial/In-class discussion  Stalking & Psychological Terrorizing 	Wallace, Chapter 14 Second Paper Due
15.	4 May 07	 Sexual Violence & Date Rape	Wallace, Chpt 13; Barnett Chpt. 7 (opt)
16.	11 May 07	<ul style="list-style-type: none">  Hate Crimes  Review & Prep for Final Exam 	http://www.adl.org/99hatecrime/constitutionality.asp Jeness & Broad Chpt. 2 (opt)
Final	21 May 07	Monday, May 21, 2007 0715-0930	Final Exam:

FINAL EXAM FOR THIS CLASS IS SCHEDULED FOR:

Monday, May 21, 2007 0715-0930

Please check your schedule for exam conflicts and notify the instructor ASAP

JS 136 (2)
Violence And Hate In The Family & Community

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.

JS 136 (2)
Violence And Hate In The Family & Community

JS136: WRITTEN ASSIGNMENTS AND SEMESTER PROJECTS.

Papers will be assessed for grammar, clarity, conciseness, coherence and effective use of references. Please note previous reference to University policy for academic honesty. Plagiarism will not be tolerated. Students must submit a hard copy to the instructor and submit papers electronically to turnitin.com on or before the due date. Be sure to submit only final drafts to turnitin.com. Late papers will be docked points for each day they are late, including weekends. Read each assignment carefully and address each of the required areas. Grading rubrics are provided.

ASSIGNMENT No 1: CHILD ABUSE
Current Controversy Paper: To Remove or Not to Remove, That Is the Question

Due Date: March 2, 2007

(Late papers will be docked points for each day late. See Course Requirements in Greensheet)

Write a 6-10 page paper on the controversy regarding interventions in cases of child abuse: To remove a child from the home when there is suspected child abuse or not to remove the child.

A critical issue faced by child welfare workers is whether or not to remove a child from the home. Legislation requires that family preservation efforts be made to keep the child safely in the home if possible. The critical question is whether the child *can* be kept safely in the home. Based on review of the literature, do you believe that it is best for a child to be removed from the home while the parents work on reunification services or for the child to be kept in the home while parents work on required services? While certain conditions clearly indicate removal, many others fall in the grey area. Is removal of a child (or children) from the home where there has been some abuse of the child the best and most effective intervention? Or are family preservation services provided to keep the child in the home the best and most effective intervention in cases where there is child abuse? Based on your review of the literature, you decide.

Questions you might ask include: how many children are harmed in foster care? How many child deaths have occurred in homes where there were prior reports of child abuse? How many cases are referred to child protective services and how many children are removed from the home? What are the effects of removal on children? These and other questions may help build your positions. Remember you are going to argue both sides.

Research these two perspectives, You will need to submit at least three articles for prior approval. This will ensure that you are using appropriate references. To begin, provide an overview of the issue that you are researching providing general findings from the literature. Provide a clear thesis statement for your paper.

JS 136 (2)
Violence And Hate In The Family & Community

Using at least **four references from your literature search**, describe each position thoroughly and provide supporting evidence for each position including data from scholarly articles and research. You may use one of your textbooks as one of your 4 references. After you have provided this data, provide an analysis of your findings and draw your own conclusions clearly stating what you believe based on the evidence you have presented. Take a position on the issue of whether or not children should be removed. In addition, choose two additional topics from the list below to elaborate on the issue. Provide a conclusion drawing on the information provided. You will be graded for effective use of references and clarity of your writing in presenting the two perspectives and using the information provided to draw thoughtful conclusions. The grading rubric is provided below.

Additional areas of discussion: (Choose 2 of the following)

- Describe the social and/or political history of each of these interventions? (Obj 2)
- Include in your discussion or in a separate section, what effects and/or risks for victims are associated with each intervention? (Obj 3)
- Discuss what attitudes or beliefs or social bias might influence the misuse of each of the interventions? (Obj 4)
- Also include in your position statement or in a separate section, what services would be available to support each of the interventions and how these services would help. (obj 5)

Papers will be graded for clarity and empirical support of ideas based on the literature.

a. Briefly state the thesis of your paper before beginning.

b-e. Outline your thoughts and supporting evidence before beginning so that your ideas are well organized.

f. present your position on the issues

g. provide thoughts about the impact these different perspectives would have on interventions and effectiveness of response. Which theory provides the best guidance in safe and effective intervention?

h. Finally, provide ideas about how cultural beliefs and perspectives might influence support for these theories.

Points	Paper includes:
5	a. Thesis statement and overview of issue
2	b. Position 1: To Remove or Not to Remove
8	c. Data provided clearly supports the position
2	d. Position 2 clearly stated: To Remove or Not to Remove
8	e. Data provided clearly supports position 2
5	f. Personal position based on evidence and information provided
5	g. Special discussion topic. (Obj 2, Obj 3, Obj 4, Obj 5)
5	h. Special discussion topic. (Obj 2, Obj 3, Obj 4, Obj 5)
5	i. Effective use of references, clear citations, bibliography of at least 4 sources provided
5	j. Clearly written, proof-read for typos, assessment of grammar,

JS 136 (2)
Violence And Hate In The Family & Community

		clarity, conciseness and coherence
	50	Total

JS 136 (2)
Violence And Hate In The Family & Community
ASSIGNMENT No 2: Intimate Partner Violence
Book or Movie as Case Study
Due Date: April 27, 2007

(Late papers will be docked points for each day late. See Course Requirements in Greensheet)

Choose from one of the following books or movies about Intimate Partner Violence:

Films: A Streetcar Named Desire (1951); Independence Day (1983) Director: Robert Mandel Starring: Kathleen Quinlan; Burning Bed (1984); Joy Luck Club (1993); If Someone Had Known (1995)

Be sure that you focus on examples of Intimate partner violence in the film and use them to illustrate the concepts and require topic areas.

Books: "The Woman Who Walked into Doors" by Roddy Doyle. "Black and Blue"

INSTRUCTIONS FOR COMPLETING ASSIGNMENT:

The total length of each paper should be six (not to exceed 10 pgs) 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 a required text. Be sure your references are scholarly articles or publications and are properly cited using APA format. Be sure to include a bibliography page.

Address each of the following for a total of 50 (see grading rubric below):

- a) Write a brief synopsis of the case(s) that were reported in the book or movie. Do not simply retell the story. Provide a frame for addressing the remaining topics. (about ½ to 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)
- 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 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?
- 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

JS 136 (2)

Violence And Hate In The Family & Community

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) What kinds of legal and community interventions and services are available today that may have helped this family address and eliminate the abuse? (about 1 pages)
- i) 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.

Paper Grading Rubric

See Assignment for full details

Points	Paper includes:
2	a. Brief synopsis of the movie book or case
5	b. Examples of types of family violence in case/story with definition of each type of abuse
5	c. Historical, social or political factors that influenced the recognition of this kind of abuse
5	d. Precursors, correlates, causal factors and/or theories associated with the abuse presented clearly. Examples effectively used to illustrate the assertions.
5	e. Description/examples of the effects of the violence/abuse on the victim(s).
5	f. 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	g. Response of different parts of the justice system to the violence, role of courts & effectiveness of the justice system response
5	h. Legal and community interventions currently available to help
5	i. past and present attitudes and/or cultural beliefs that have inhibited reporting and personal beliefs that may effect your own acknowledgement of this violence
3	Effective use of references, clear citations, bibliography of at least 3 sources provided
5	Clearly written, proof-read for typos, assessment of grammar, clarity, conciseness and coherence
50	TOTAL