

JS 136 (1)

Violence and Hate in the Family and Community

Summer 2007
JS 136, Section 1
Tuesday & Thursday
3:00 pm – 6:10 pm

Lecturer: Macaela McClure, MA
Office Hours: Tuesday 1:45-2:45pm
Thursday 1:45-2:45pm
Classroom: MH 526

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, domestic violence and elder and dependent adult abuse.

The Learning Objectives are for students to:

- Define and differentiate the abuse of power and the use of violence based upon gender, ethnicity, race, religion, class, sexual orientation, disability and age
- Identify how historical, social, psychological, economic and political factors have influenced the recognition of and response to each type of abusive relationship
- Review current knowledge about the consequences of violence and effects on victims from diverse backgrounds
- Develop self-awareness about their own prejudicial attitudes and behaviors that tolerate and promote abusive relationships
- Explore and evaluate ways that individuals from diverse backgrounds and communities can prevent and intervene in each type of abusive and violent relationship
- 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:
 - 1) Statutory laws
 - 2) Role of law enforcement
 - 3) Proceedings within criminal, family and juvenile courts
 - 4) Auxiliary services offered by child protective, victim's advocates and family court agencies.

Course Content

This 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, cohabitating 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.

Prerequisites: Students should have passed the Writing Skills Test (WST), have upper division standing (56 units), and have completed their CORE GE classes.

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. 4th Edition. Boston, Allyn & Bacon.

Recommended Reading

Hubner, J & Wolfson, J (1996). Somebody Else's Children. Three Rivers Press, New York. ISBN: 0-609-80170-8.

Course Requirements and Grading

Two written assignments are required during the course. Each written assignment will be a minimum of 3,000 words typed, 12 point, double-spaced. It will be American Psychological Association Publication Manual (APA format), Fifth Edition. Each assignment involves library and Internet research and analysis based on information covered in the course. The first written assignment requires students to view a movie or read a book about domestic violence, child abuse, elderly abuse, hate crimes or gangs. The second written assignment requires students to conduct research on either Domestic Violence; causes, theories, and treatments (Batterer's Intervention Programs) or Gangs; causes, theories, and community response.

Students are required to collect newspaper, Internet news, and magazine clippings that illustrate concepts studied in this class. They are also expected to participate in small-group discussions (during class time) and may be asked to give a brief oral report to the whole class. 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 off 25% for each exam, 20% for each written assignment and 10% for in-class assignments.

Extra Credit

Extra credit opportunities are available to those students who have completed all other course requirements including first exam, written assignments, and in class assignments. Must be done prior to final exam. Students can improve their grade up to one third of a letter grade by completing the following:

- Research a public agency in Santa Clara County that provides support to victims of child abuse, domestic violence or a gang prevention program.
- Write a one-page summary of their history and services.

Teaching Philosophy

This class combines reading, lectures and video segments to present the conceptual material. Small group discussions and group exercises during class time are used for students to critique the readings, lectures and videos. These small group activities and written assignments, in class and outside of class, enable students to examine their own attitudes, cultural and family beliefs about abusive relationships. The focus of class discussions is to engage in dialogue about critical issues and developing practical, creative and effective community and justice 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 the mid-term exam will typically be done on the make-up day of final's week.

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

Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at <http://www2.sjsu.edu/senate/SO4-12.pdf>.

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 in 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.

- ❖ A- grades are 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 exams, and written work has three-four weaknesses or lacks depth/specificity.
- ❖ C+ grades are for 65% correct answers on objective exams, and written work has two-three errors and lacks depth, specificity, and clarity.
- ❖ C grades are for 60% correct answers on objective exams, 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 # 1: Child Abuse, Domestic Violence, Elderly Abuse, Hate Crimes, or Gangs

Due Date: Thursday June 19, 2007

Report on a book or movie about the above listed topics.

Late papers will be docked **3% each day** and will **not be accepted** after **June 26th, 2007**.

Instructions for completing the assignment:

The length of the written assignment will be a minimum of 3,000 words, approximately 7 pages, not to exceed 9 pages, double-spaced, 12- point font. It should address each of the items (1-9) below in essay form. Include definitions, concepts and theories that support your assertions and at least 3 references, one of which can be the required text and one of which can be an on-line professional article. The third reference should be from a scholarly journal. The written assignment will be cited using the Publication Manual of the American Psychological Association (APA) and will include a reference page. The written assignment will be assessed for grammar, clarity, conciseness and coherence as well as proper citations within the text and reference page APA format. Plagiarism will not be tolerated. Students must submit a hard copy to the instructor on the date due.

- 1) Write a brief synopsis of the case(s) that were reported in the book or movie. Provide a frame for addressing the remaining topics. (Approximately ½ to 1 page).
- 2) Identify the specific forms of child abuse, domestic violence or elderly abuse that were illustrated in the book or movie. 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. (Approximately 1 page).
- 3) 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 book or movie. Present clearly the time perspective. Include citations. (Approximately 1 page).
- 4) 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 on the family, suggest the kind of information you would gather that would address this question. Cite sources that support your assertions. (Approximately 1 page).
- 5) Discuss the effects of the violence on the victim(s) and the victim's response and accommodation to the abuse. Refer to specific examples.
- 6) Discuss the family dynamics, cultural and social factors that contributed to keeping the abuse hidden from the scrutiny of the justice system and/or the community.
- 7) Discuss the response of different parts of the justice system to each type of violence described (i.e. the actions of police, district attorneys, judges, defense attorneys, child advocates). 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? How effective were the actions of the justice system? What could have been done differently? (Approximately 1 page).
- 8) What kinds of legal and community interventions and services are available today that may have helped this family address and eliminate the abuse? (Approximately 1 page).
- 9) 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.

Book Selection List: *Scream Quietly Or the Neighbors Will Hear* by Erin Pizzey; *No, Daddy, Don't* by Irene Pence; *Why Does He Do That?* By Lundy Bancroft; *No Visible Wounds* by Mary Susan Miller PhD; *Die, My Love* by Kathryn Casey; *A Deadly Affair* by Tom Henderson; *Bronx D.A.* by Sarena Straus; *Gone Forever* by Diane Fanning; *Never Leave Me* by John Glatt; *A Wife's Revenge* by Eric Francis; *While She Slept* by Marion Collins, *She Wanted It All* by Kathryn Casey, *A Warrant To Kill* by Kathryn Casey, *Perfect Victim* by Christine McGuire and Carla Norton, *Whatever Mother Says* by W. Clarkson.

Movie Selection List: The Burning Bed, Enough, Sleeping With The Enemy, Mississippi Burning, Brokeback Mountain, Paid In Full, Belly, Boyz N' the Hood, Hate Crime, Ghosts of Mississippi.

Assignment #2 Domestic Violence or Gang Violence

Due Date: July 5th, 2007

Late papers will be docked **3% each day** and will **not be accepted** after **July 10th, 2007**.

Write a 3,000-word research paper on either domestic violence or gangs.

If selecting domestic violence, your research should focus on the political pressure to criminalize domestic violence in America. It should include:

- ❖ Definitions, laws, punishments, and restraining orders in America for the offense(s)
- ❖ Theories that explain both perpetrator and victim behaviors
- ❖ Intervention programs for male and female batterers
- ❖ The impact of conflict in the home on children
- ❖ Advocacy programs for victims of domestic violence

If selecting gangs, your research should focus on the impact of gangs in the community. It should include:

- ❖ Juvenile involvement in the gang culture
- ❖ The impact of juvenile gangs on the school system
- ❖ History and origin of gangs
- ❖ Gang prevention programs
- ❖ Theories explaining gang behavior and culture

Research papers will be graded for clarity and support for ideas based on empirical information. References should be from journals that are peer reviewed and empirically supported. Research papers should include a thesis statement, body of work, and a strong supported conclusion. The paper will be cited APA style.

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Class Schedule

| Summer 2007 | | Tuesday & Thursday 3:00-6:10 |
|-------------|---------------------------|---|
| Class Date | Required Reading Wallace | Topic |
| June 05 | Chapters 1, 2, 3, 4 | Course Overview & Syllabus Child Abuse: Physical & Sexual Neglect & Psychological Maltreatment of Children |
| June 07 | Chapter 7 | Response to Child Abuse Neglect & Abuse Cases Class Discussion & Activity |
| June 12 | Chapter 10 | Children's Response to Violence Elderly Abuse and Community Response |
| June 14 | Chapter 15 | Hate Crimes Community Response Social Dynamics |
| June 19 | Chapters 1-4, 7, 10, 15 | First Written Assignment Due Review for Mid-Term Exam |
| June 21 | n/a | Mid-Term Exam |
| June 26 | Chapters 8, 9, 11 | Domestic Violence Batterer Intervention Programs Injunctions & Restraining Orders |
| June 28 | Chapters 13 & 14 | Date Rape & Sexual violence Stalking Battered Women Who Kill |
| July 03 | n/a | History of Gangs Gangs and Prevention Programs |
| July 05 | n/a | Gangs Second Written Assignment Due Extra Credit Due |
| July 10 | Chapters 8, 9, 11, 13, 14 | Review for the Final Exam |
| July 12 | n/a | Final Exam |