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San Jose State University students and domestic violence

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San Jose State University students and domestic violence

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San Jose State University, 1992

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SAN JOSE STATE UNIVERSITY STUDENTS AND DOMESTIC VIOLENCE

Thesis

Presented to

The Faculty of the Department of Social Science

San Jose State University

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

By

Bette S. Ruch Rose

May 1992

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ABSTRACT

San Jose State University Students and Domestic Violence

by Bette S. Ruch Rose

Nine hundred eighty-four San Jose State University students, representing every department, responded to a domestic violence survey given to one thousand participants. Domestic violence was defined. Research, statistics, and studies all show the need to find an understanding of and a solution to domestic violence. The experimental design was adopted from Ginny NiCarthy's (1986) book titled Getting free, A handbook for women in abusive relationships. Demographic information was obtained followed by a 62-variable questionnaire. SJSU human subjects protocol was met. Participants included 535 females and 449 males. The respondents ranged in age from 17 to 76 years. Domestic violence has intergenerational implications within this study, as children are present within the families of many who had experienced domestic violence. The survey results indicate that domestic violence issues affect 56 percent of the SJSU student participants to some degree. Domestic violence infiltrates married, committed, separated, divorced or widowed, and single people, both young and old. Students are affected psychologically, sociologically, and economically. Domestic violence is against the law. City, state, and national regulations and laws are in effect, providing referrals and counseling for victims and batterers, female or male.

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CHAPTER ONE

INTRODUCTION

The objective of this study was to survey 1,000 current San Jose State University students regarding the existence of domestic violence within their lives and relationships. The survey asked for demographic information (sex, age, and relationship status), followed by a questionnaire on domestic violence issues. The hypothesis tested the extent to which San Jose State University students have been exposed to domestic violence in various ways. The survey sought information regarding psychological, emotional, sociological, economic, sexual, child abuse and whether or not inquiry had been made for assistance with problems. The survey inquired whether students are interested in finding out more about the topic of domestic violence, or whether they recommended workshops for people in abusive situations.

Theoretically, the design of this survey was not restricted to the female population, and it was the aim of this study to note the effects of domestic violence on both male and female respondents. The survey will show that San Jose State University females and males either do or do not experience various aspects of domestic violence in their lives and in what ways. It also questions whether children are present in the households of San Jose State University students where some domestic violence occurs. The results hypothesized to show that San Jose State University student participants have or have not been affected by domestic violence, and to what extent.

Domestic violence incidents toward students by a partner, and demographic information concentrating on the Social Science disciplines of Psychology, Sociology,

Economics, and Women's Studies were the experimental design. The results, as interpreted, signify that San Jose State University domestic violence issues have or do not have age barriers or sexual discrimination, were experienced in marital and non-marital relationships, and often involved the presence of children of all ages and both sexes.

The survey had four sections of inquiry. The research design (survey) began with various demographic information: sex, age, relationship status (married, committed, single, separated, divorced, or common law), whether or not the participant had children and the age and sex of those children, if any.

Importance of the study

In support of the perceived need to study domestic violence and its effect on society, there have been numerous reflections of societal problems in the popular media. Daily newspaper articles, news broadcasts, media acceptance, and the graphic portrayal of violence, as well as the prevalence of domestic violence within society, demonstrate the need to study, research, and find a solution to domestic violence. The San Jose police department alone responds to over 400 calls per month dealing with domestic violence (Tamm, 1988).

In addition, the House of Representatives, in their 102nd Congress resolved that "although both men and women can be victims of physical, sexual, and mental abuse by their partners in domestic relationships, the most frequent victims are women" (H. Con. Res. 89, 1991). Between three and four million women are battered each year. Three

to four thousand women die each year from domestic violence, and 3.3 million children witness these attacks (O'Boyle Leary, 1991).

The Federal Bureau of Investigation (1986) reports that 30 percent of female homicide victims are killed by their husbands or boyfriends. The FBI also notes that six percent of male homicide victims are killed by their wives or girlfriends.

Violence will occur at least once in two-thirds of all marriages (Roy, 1982). The San Diego County Task Force on Domestic Violence (TFDV) reported that about half of all couples experience at least one violent incident; in one-quarter of these couples, violence is a common occurrence (Charron, 1991). Crimes committed by relatives are more likely to result in an attack and injury than those committed by acquaintances or strangers (Timrots & Rand, 1987).

The National Crime Survey data shows that once a woman is victimized by domestic violence, her risk of being victimized again is high (Langan & Innes, 1986).

At the First Annual National Conference on Domestic Violence (October 13-16, 1991), in a presentation on "Domestic Violence In The Criminal Justice System," the Honorable Thomas Charron of Georgia explains that victims of domestic violence are three times more likely to be victimized again than are victims of other types of crimes. According to the National Crime Survey, spouses or ex-spouses commit more than half of all violent crimes by relatives (Timrots & Rand, 1987).

Another significant phenomenon demonstrating the need to study domestic violence is that it occurs among both sexes, all races, all age groups, every ethnic and

religious group, at all educational levels, and at every socioeconomic status level people may achieve. Domestic violence affects everyone, and should be considered the dominant social issue today (Gelles & Maynard, 1987; Gelles & Straus, 1988; Renzetti & Curran, 1989; Sonkin et al., 1985; Walker, 1979). As a way of reference, while you were reading this introduction, four women were beaten severely.

Evidence shows that domestic violence is "generational" because there often exists an historical, religious, social or cultural phenomenon of acceptance and continuation (McCorquodale et al., 1988; NiCarthy, 1986; Sonkin, 1985; White, 1985). Charron (1991) explains that children are emotionally traumatized by witnessing family violence; many of the children grow up to repeat the pattern as victim or abuser. Spousal abuse is child abuse. Children living in violent homes are physically abused or are seriously neglected at a rate 1500% higher than the general population. Boys learn to cope through aggressive behaviors, which in turn contribute to violence in our schools, communities, and streets. Girls learn to cope with domestic violence through "passive indifference," which contributes to drug/alcohol abuse, teen-age pregnancy, and suicide (O'Boyle Leary, 1991).

In an American Journal of Psychoanalysis (1988) article, Dr. Ann-Marie Paley, medical director of Arista Center for Psychotherapy in Forest Hills, New York, notes that childhood physical abuse, sexual abuse, and witnessed violence are increasingly recognized as important in the making of borderline personality and multiple personality disorders (p. 72). Dr. Paley describes the disassociation process that takes place as

follows: "Trauma occurs when one loses a sense that there is a safe place inside or outside oneself to which one can retreat in order to deal with frightening emotions or experiences." For a child, as well as an adult, once the trauma is experienced, life is geared toward survival until an escape is possible (Paley, 1988, p. 79).

Many people in our society regard violence as a normal part of everyday life. Misconceptions or "myths" have caused society to be slow to understand and accept domestic violence as the crime that it is. Five of these popular myths are: (1) that domestic violence is a private family matter and police and/or outsiders should not get involved; (2) that the victim provoked the batterer's actions by something the victim said, did, or failed to do or say; (3) that victims of domestic violence are masochistic because they remain in or return to the abusive relationship; (4) that alcohol or drug use or abuse causes battering; (5) that batterer's are "sick," ill, poor, alcoholic, or psychologically disturbed; or (6) that the battering is caused by an inability to express anger or handle stress.

Refuting these myths, the truth is that intervention is most effective and that most situations warrant and require outside assistance. Many shelters found that many of their clients come to them before a beating rather than afterward. The Attorney General, office of the Crime Prevention Center, has confirmed that "only effective intervention will break the deadly cycle of family violence" (p. 9).

Domestic violence is an issue of one person's control over another, and has nothing to do with what the victim did or did not do or say. Many people who batter

feel out of control in their lives. Many grew up in violent homes where they were unable to control the violence. Many people learn that in order to feel in control of themselves, they must control others.

Battered people often remain in or return to abusive relationships, not through masochism, but because of threats of death, economic dependency, isolation from family, friends or institutions (such as, church or social services), or because they trust and hope that the batterer will change of his or her own accord. Furthermore, battered people often become addicted to the abusive partner and have a driving compulsive need for the other person. Emotional dependency upon the batterer exists caused by the swings back and forth between love and abuse (Forward, 1986).

The use of alcohol and drugs by offenders causes society to believe that "the alcohol/drug made him/her do it" and, therefore, he/she is in need of treatment, not punishment. Some of those who treat batterers have noted that the use of alcohol or drugs is really just an excuse or rationalization to continue battering (Bata, 1991). A person who batters has a learned tendency to do so; the alcohol and drugs only lower the inhibitions to act out those violent tendencies.

Though domestic violence is related to anger, it is not so much a result of an inability to cope with this anger as it is an attempt to control and dominate another person (Charron, 1991; Stahly, 1991). NiCarthy et al. (1984) noted that the tension a man who batters has may result from his realization that he is unable to control the woman.

The approval of violence also "extends to premarital relationships" (Renzetti & Curran, 1989). C.P. Flynn (1987), in a Family Relations article "Relationship violence: A model for family professionals," notes that "two to three out of ten college students experience courtship violence" (pp. 295-299).

Definition of terms

Domestic violence is legally defined as a method of establishing control over another human being through fear and intimidation. Generally it is physical abuse, but it also includes emotional and sexual abuse, as well as isolation from others. Domestic violence may be termed family violence, battering, assault, marital violence, spouse abuse, wife beating, and others, all of which are a crime in the U.S. (Charron, 1991; 102nd Congress, 1991).

In California, the San Diego County Law Enforcement Protocol of 1990 defines domestic violence as "abuse committed against an adult or fully emancipated minor who is a spouse, former spouse, cohabitant, former cohabitant, or a person with whom the suspect (batterer) has had a child or has had a dating or engagement relationship" (p.3). California Penal Codes 1000.6(d), 13700 (a and b) define domestic violence as "...intentional or reckless causing or attempting to cause bodily injury to a family or household member or placing a family or household member in reasonable apprehension of imminent serious bodily injury to himself or herself or another" (Stahly, 1991, p. 2).

At the First National Conference on Domestic Violence (1991), Dr. Geraldine Stahly talked about the "Dynamics of Victims." She described the working psychological

definition which identifies "a battering relationship as a pattern of violence and threats of violence that are used by one partner in a relationship to control, intimidate, harass and punish the other" (p. 2).

Assumptions

Because so many people are affected by domestic violence, the theoretical design of the survey recognizes several areas of effect in the lives of the participants. These correspond with several of the Social Science disciplines: Economics, Political Science, Sociology, Psychology, Women's Studies, and History. Domestic violence influences relationships in many ways directly and indirectly.

For example, the victim is often economically dependent upon the batterer. The batterer may prevent the partner from getting or keeping a job, make the partner ask for money, take the partner's money, or may not let the partner know about or have access to family income. Several of the questions deal with the economic aspects of domestic violence.

Politically, current domestic violence laws are city, county, state, and nationally mandated policy and procedures which are designed by county, as well as, city ordinances. In 1984, the U.S. Attorney General's Task Force on Family Violence (TFFV) recognized domestic violence as a crime under the jurisdiction of the criminal justice system (Domestic Abuse Project, 1984; O'Boyle Leary, 1991; Pence, 1985; Soler & Martin, 1982; Stahly, 1991). Several states have since followed suit.

Some federal legislative responses are described by the Attorney General in his final report on family violence. The Domestic Violence Prevention and Services Act (1984) was the forerunner of domestic violence laws that define domestic violence as a crime against another individual and the community (Domestic Abuse Project, 1985; Ganley, 1991; Pence, 1985; Soler & Martin, 1982). Recent legislation identifies domestic violence ramifications on women and children.

The January 1991 102nd Congress enacted several domestic violence laws dealing with criminal prosecution, community service, counseling, and community resource referrals for the battered and batterer. Congress included resource funding, housing for displaced persons of domestic violence, and community awareness of the problem.

House Congressional Resolution (H.R.) 172, passed in 1990, describes the ramifications of domestic violence on children and also designates the decision-making in determining child custody and supervised visitation cases. House Congressional Resolution 89 (1991), known as the Fair Trial Bill, provides grant money to non-profit organizations for research, information, and technical assistance to enable effective legal defense strategies.

H.R. 1252, called The Battered Women's Testimony Act of 1991, (a) permits expert testimony to be admissible in court; (b) allows that an expert witness must be permitted to testify; and (c) describes domestic relationships. H.R. 1251 named The Domestic Violence Housing Act (1991), provides assistance for families affected by

domestic violence. H.R. 1253, called The Judicial Training Act (1991), amends Section 202 of the State Justice Institute Act of 1984 (42 U.S.C. 10701).

Senate Bill 15 and House Resolution 1502, named The Violence Against Women Act, includes Title I, "Safe streets for Women"; Title II, "Safe Homes for Women"; Title III, "Civil Rights for Women"; Title IV, "Safe Campuses for Women", and Title V, "Judicial Education on Violence Against Women." These are some of the current bills passed by legislation that address domestic violence issues (O'Boyle Leary, 1991).

San Jose City Domestic Violence Council currently has a committee consisting of judges, attorneys, district attorneys, and counselors, as well as community and shelter representatives. Their job is to establish a policy and procedure manual for training and effectiveness in dealing with domestic violence cases. This new task force is referred to as the Police Victim Relation Committee and has representatives from community education, police victim relations, court systems, data collection personnel, and legislative representatives who are coordinating their agenda through a work plan (Becconsall, 1991).

Domestic violence has implications of sociological importance. Sexism, control, isolation, lack of socializing with others, and stereotyping issues are addressed within the sociological context of domestic violence. Intimidation, coercion and threats, and using the "male privilege" also fall within this realm. Depersonalization and social well-being are also explored.

The psychological implications of domestic violence are largely an extension of the control issues. Dr. Stahly (1991) describes domestic violence as "instrumental violence," where violence is used as a tool by an individual with higher ascribed status in order to control resources and enforce his/her will on a less powerful family member or members. Use of defense mechanisms, such as minimizing, denying, and blaming are often existent in domestic violence situations. There exists a denial by the abuser of autonomy of other family members, particularly wife and children (Stahly, 1991).

Domestic violence is also a prime example of a Women's Studies issue. Most research concentrates on the effects of violence against women, since women are the most likely victim. However, socialization, sex role stereotyping, "learned helplessness," and blaming the victim often interferes with the fact that men, are battered too. This study examined not whether, but how, men, as well as women were affected by domestic violence.

Delimitations and Constraints

The first delimitation on the survey was that participation was limited. Survey participation was only available to day classes. Night students were not represented. The demographic representation of night students was not considered (age, sex, relationship status, etc.). The fact that evening students may be a more representative sample of married students with children was not sampled. Moreover, the sex representation may have been different if night students were assessed. Perhaps more male contributions would have been received by assessing the night students responses.

Another delimitation was the fact that only fifteen minutes was allotted for the survey completion and reading the Informed Participant Statement. In some instances, a few more minutes would have been useful. Many of the second pages were left blank, probably due to lack of completion time. Perhaps there was too much information in too little time.

San Jose State University is not representative of all socioeconomic strata. This is somewhat a constraint. SJSU students, however, are probably more culturally representative than Stanford, which would probably have a higher socioeconomic representation. It is also probably more representative than the community college population, which might reflect a significantly lower socioeconomic status and perhaps a younger participant sample. These participants are also in the process of receiving an education, which may not be fully representative of the total population when considering the issue of domestic violence.

The survey was reviewed by several SJSU Professors, external to the research, in an attempt to remove any vestiges of sexism, yet a few students felt there were sexist constraints. A thirty-four year-old male writes, "This is a sexist survey" yet he had been held from leaving, slapped or bitten, subjected to reckless driving, and his partner had insisted on unwanted and uncomfortable touching. "This isn't a survey, its a farce!" explains a single 20 year-old male who had been pushed or shoved, slapped or bitten, and locked out of the house. A 19 year-old male states, "i (sic) actually kinda like the

sexual beatings." The data received showed that the survey was indeed relevant; each person had been involved in domestic violence of one form or another.

Another constraint in data collection was the resistance by faculty to the survey presentation. A variety of reasons were given for this reluctance. Most common were those professors who would not allow the class time used for "personal" or "private" issues, or refused to expose their students to questions regarding domestic violence. Other professors stated that there was no time in their schedule in which to fit the fifteen-minute survey. Not confronting an issue may contribute to the belief that there is no problem, thereby denying its reality or existence.

Overview of the Organization

Information on Social Science issues and domestic violence were explored. Questions were gathered that reflected information on the psychological, social, and economic consequences of domestic violence. Social agency referrals were obtained in preparation and organization of this thesis. An intent to find out whether the participating students knew what to do if involved in domestic violence was investigated.

The organization involved written and telephone contact with prospective professors. Classes were selected as a representative sampling. Appropriate SJSU Protocol was a major priority in organizing the research project. One thousand students were surveyed.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The literature base for the study of this subject has greatly expanded, especially since the publication of Lenore Walker's book The Battered Woman (1979). Most research focuses on the affects of violence on women and children; however, developing research seems to indicate that domestic violence is a learned behavior, and that it affects all aspects of the interaction of individuals within the family unit and society as a whole (Gelles, 1987; Gondolf, 1986; Kantor et al., 1987; McCorquodale, 1988; O'Boyle Leary, 1991; Schechter, 1982; Star, 1983).

The issue of spousal abuse being child abuse, because of the high collateral rates of child abuse in violent family systems, has also been examined in literature. Children are most vulnerable. Hershorn et al. (1985) and Wolfe et al. (1989) explain that the act of witnessing a parent being battered is a form of child abuse with physical, emotional, cognitive, and behavioral consequences. Dr. Stahly points out that children from domestic violence have a greater chance of becoming victims or batterers if intervention is not taken. The socialization of children to violence causes an intergenerational effect.

The elderly are also vulnerable to domestic violence. This further explains the intergenerational effect of domestic violence, whereby the elderly family members may also become the victims of domestic violence (Stahly, 1991).

It is generally accepted that the "cycle of violence" exists as a phenomenon of domestic violence (Gelles & Maynard, 1987; Gelles & Straus, 1988; NiCarthy, 1984; O'Reilly, 1983; Stahly, 1991; and Walker, 1979). The cycle of violence has three

stages: a tension building stage, the acute episode (violence stage), and the loving reconciliation (honeymoon) stage.

In the tension building stage, the batterer (male or female) becomes increasingly tense, angry, demanding and critical. The batterer seems to have a split personality. His/her behavior is inconsistent and unpredictable. The least little irritation may set him/her into a rage. The victim feels responsible to mollify the batterer. Victims experience the feeling of "walking on egg shells" during this stage.

According to Geraldine Stahly (1991), professor of Psychology at the California State University, San Bernardino, there exists a cognitive distortion; the victim blames her/himself for the other's tension and displeasure. Dr. Stahly notes psychological and social implications of abuse, isolation, and/or deprecation suffered by victims of domestic violence which was similar to the Hostage or Stockholm Syndrome. This distortion in thinking exists as a condition whereby a stressed victim may develop a changed view of him/herself and/or the situation in order to facilitate survival. Dr. Stahly also points out that the victim may take the perspective of the abuser. The victim may attempt to take control of the situation by searching for the cause of victimization within the self. Not only does society hold the victim responsible but she/he also blames her/himself for the abuses.

The second stage in the cycle is referred to as the violent or acute episode. Violence is explosive, out of control and out of proportion to the situation. Nothing that the victim does, says, or does not say or do will prevent the beating. The victim may

respond hysterically, become withdrawn or disoriented, confused or irrational, while the batterer (perpetrator) may present his/her self as rational and in control.

There also exists a Battered Woman Accommodation Syndrome that manifests when the victim feels responsible for the violent incident. He/she may lie regarding the cause, nature, or severity of the injuries. Feelings of love and protection of the abuser may lure the victim to side with him/her against the criminal justice system personnel (Stahly, 1991). The batterer may humiliate, degrade, or terrorize the victim. This terrorization may include destruction of property, threats to or abuse of children, mistreatment of victims pets. The victim distrusts the batterer and may withdraw physically and emotionally from all others as the tension increases.

The "honeymoon" or "loving reconciliation" period is the third stage of domestic violence. The victim feels "lucky" to have survived. In the early phase of the cycle, the victim may use the energy of anger and leave the batterer. The victim may demand action from the criminal justice system and cooperate with police and the prosecutor.

To regain control, the perpetrator may shower the victim with gifts, love, and attention. Apologies are common, fear of losing the other person exists, and empty promises are made that the abuse will stop. An element of hope exists that entices the victim back into the cycle which begins again with the tension building stage.

Both the victim and perpetrator will deny and/or minimize violence. Both victim and perpetrator may believe that things will be different if others do not get involved. A powerful love bond is established by the violent episode (punishment) followed by

loving closeness (reinforcement). The victim may side with the batterer against outside involvement. The victim may also be cut off from friends and relatives who intervene and try to protect him/her from the batterer. Both may also be hostile and uncooperative to the prosecutor. The couple may feel that the domestic violence is their problem to be handled "behind closed doors" and should concern only the couple.

All facets of this cycle are subject to change. The cycle of violence may change by escalating and becoming more frequent over the course of the relationship. The tension building stage may become shorter and more intense. The acute episode may become longer and more severe. Lastly, the loving reconciliation stage may be shorter or nonexistent (Stahly, 1991; Walker, 1979).

Regarding personal change and stopping the cycle of abuse, Ginny NiCarthy (1986) wrote Getting free: A handbook for women in abusive relationships. NiCarthy sums up the various degrees of abuses in a handbook for women to help her readers comprehend, cope with, and end their abusive situation. The book helps the reader to understand and classify their interpersonal relationship, to determine, indeed, whether or not that relationship is abusive. If the relationship is abusive, the book helps them formulate a plan to allow them to escape safely. This is followed by a section that tells them not only where to go after leaving an abusive relationship, but how to avoid a future abusive relationship. The handbook is rich with suggestions for self improvement. The book includes education about domestic violence, including self-enhancement exercises

that help not only the reader's self-esteem, but also addresses the sociological, emotional, psychological, economic, and decision-making skills necessary for recovery of a victim.

CHAPTER THREE

RESEARCH METHODOLOGY

Many of NiCarthy's descriptive episodes have been tested within this Master's research model. The questionnaire was prepared to make an assessment of the existence of domestic violence problems in the lives of the students at SJSU. In order to recognize what has actually happened in the lives of San Jose State students, it was important to delve into the control issues that were present.

Questions on the survey are divided into four groups. The first 13 questions on the questionnaire tested for physical abuse experienced from a significant other. These abuses ranged from threats of violence or pushes and shoves, to threats to hurt the person with a weapon. Abandonment, isolation, emotional trauma, rape, and rejection issues were also explored.

Physical abuses show a lack of respect of one person for another. They do not represent love and caring, a popular misconception. The abuses are an effort to intimidate and control.

The next 19 variables tested for sexuality issues, self-esteem, and secretive behaviors experienced by a partner. These variables are important because sexual abuse is pervasive within our society today. For example, the Anita Hill case was televised as a public event. The rape trials of William Kennedy Smith and Mike Tyson were also widely publicized. This section of the questionnaire addressed such issues of sexual abuse within the realm of domestic violence.

The third set of 26 variables tested whether a participant had experienced various subtle emotional, psychological, sociological, economic, child abuse, or pet abuse issues. These issues are pervasive within society.

Self-concept is destroyed by the emotional and psychological ramifications of domestic violence when feelings and precious values are criticized. Isolation, loss of employment, abandonment, poverty, and fear are just a few of the social issues centered around the destructive capabilities of domestic violence. Economic problems where the control of one person for household or personal money and finances over the other person has often been found in domestic violence cases. Punishing or threatening to harm a family pet to gain control of family members is not uncommon. Too many children are affected, not only by witnessing domestic violence within their lives, but also by being abused as a tool by a parent.

The final five variables inquired as to whether the subject had an interest in finding out more about the topic of domestic violence. If the person was abused, did that person know who or where to call? Was there an interest in a workshop for people in abusive situations? If assistance had been sought from an agency, did the person know where to go next? This section was included to help the person who had experienced abuse to think about ways of getting help in such situations. Change takes place when an abused person seeks help in order to get away from an abusive relationship.

The study was conducted during the fall and spring semesters of 1991. Both upper and lower division classes in all eight of the various Colleges within San Jose State

University were assessed. One thousand students participated, with the consent of their professors. Eighty-one letters were sent to professors of the various colleges requesting permission to survey their classes during the semester. The letter detailed the researcher's thesis involvement, and enclosed was a copy of the Informed Participation Statement (IPS), along with a copy of the survey for each professor's perusal (see Appendix B and C). The human subjects protocol at San Jose State University was strictly observed.

The surveys and IPS forms were distributed during the first or last fifteen minutes of class. Participants were verbally reminded of Informed Participants' rights and voluntary participation. The researcher placed a box at the front of the class and left the room while the students responded. This was done to maintain privacy and to eliminate any researcher bias. Fifteen minutes were allocated to complete the survey. The box was picked up after the fifteen minute time period or at the end of the class period, depending upon professor request.

Subjects

One thousand San Jose State University students participated in the survey. No students were surveyed off-campus. The students were in upper and lower division studies from all the major colleges: Humanities and the Arts, Social Sciences, Social Work, Applied Arts and Sciences, Business, Education, Engineering, and Science. Classes for the survey were chosen from the catalogue of classes. The basis for choosing

the classes was to get a stratified sample covering the entire population, not just concentrating on one subject or major area of concentration.

Of the 1,000 students surveyed, 984 usable surveys were returned; 16 surveys were submitted to the researcher blank. Participation was voluntary and students were not asked to supply reasons for not participating.

There were 535 female participants and 449 male participants. The youngest participants were four 17 years old; the oldest participant was 76 years old. There were 716 participants between the ages of 18 and 24, 255 participants between the ages of 25 and 44, and six were over the age of 45. Three people did not list an age (see Figure 1).

Ninety-four were married, 214 were in committed relationships, 649 were single, eight were separated, and 18 had been divorced. One student was in a common law relationship. Seventy-nine respondents had children ranging in age from under one to 53 years old (see Figure 2).

Procedure

As mentioned previously, Protocol procedures were strictly maintained. At the San Jose State Graduate Studies and Research Office, required forms, application for human studies research, and necessary signature documents were obtained, observed, signed, and submitted. The Informed Consent Statement was part of this protocol and contained the following: researcher introduction, basis of the study, confidentiality and

Figure 1. Age range of participants

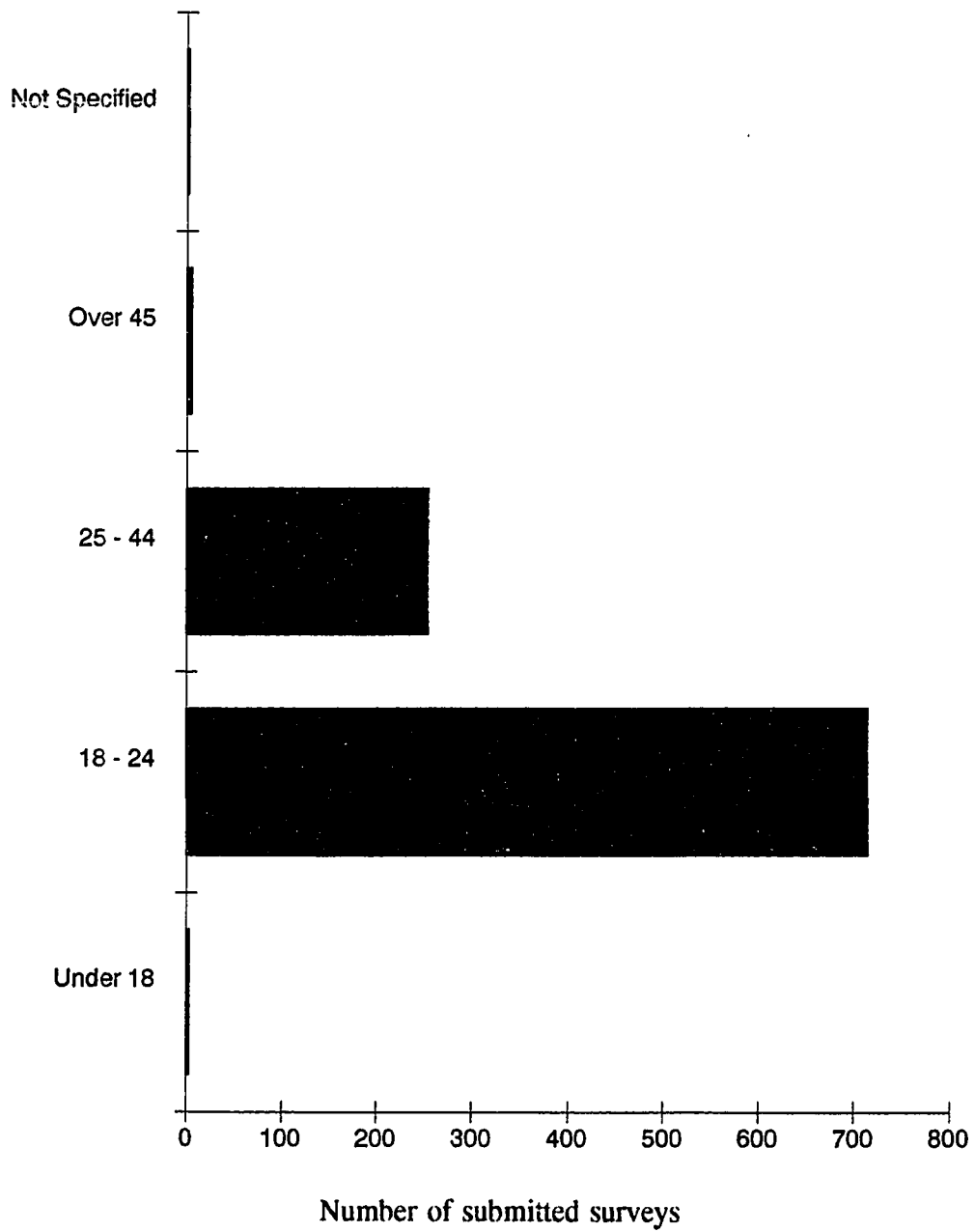
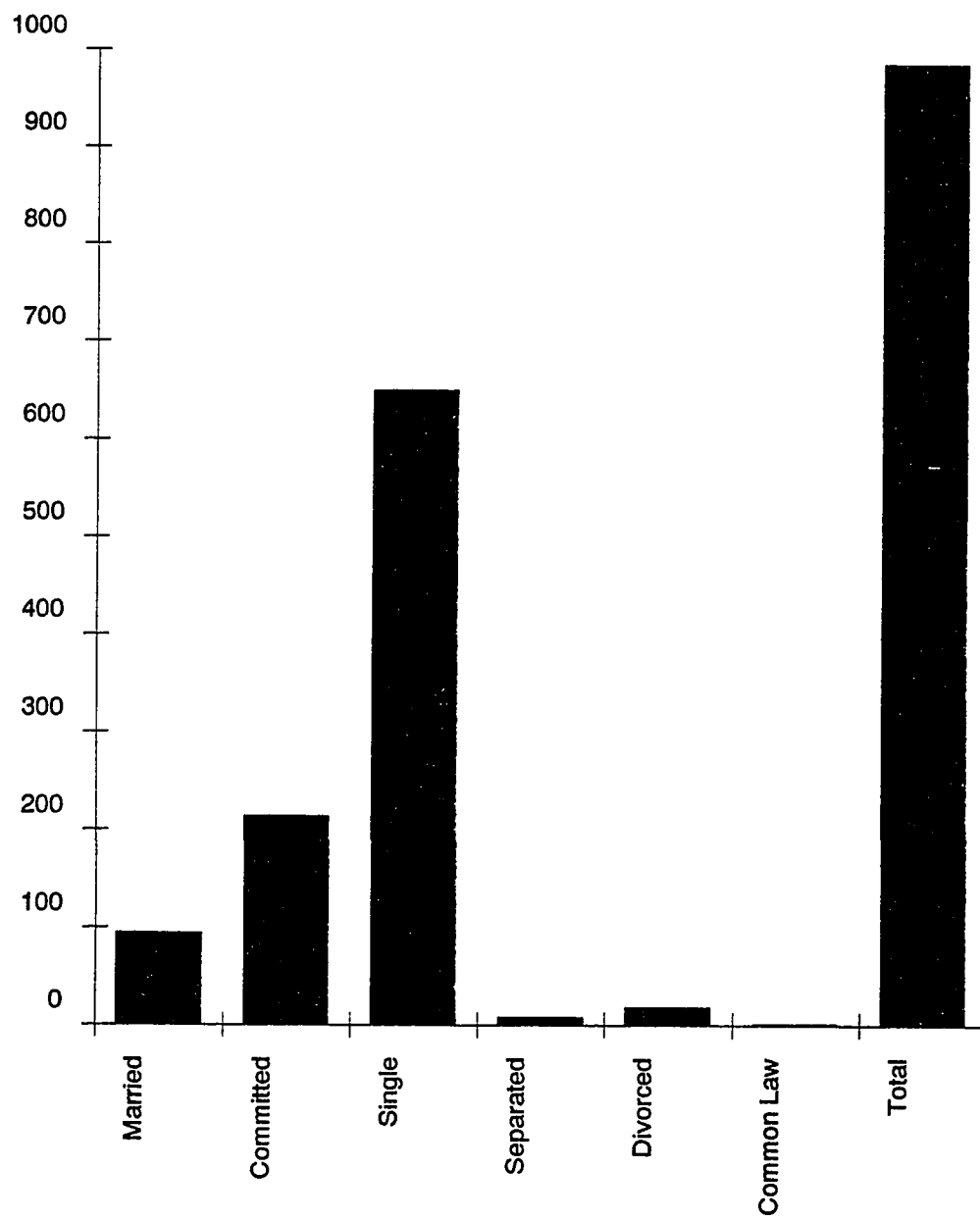


Figure 2. Relationship status of participants



anonymity explanations, voluntary statement, warning of possible emotional discomfort resulting from the questioning; referrals for counseling from San Jose State University Counseling Services and NEXT DOOR Solutions to Domestic Violence (a non-profit organization); explanation of contributions from the study; complaint information with adviser's name and phone number; the phone number for the "subject's rights" contact person; instructions about what to do with the completed survey; and a thank you note (see Appendix C). Following the successful presentation of all required information, an approval letter was received from the Office of Graduate Studies and Research giving the "go ahead" for the domestic violence research.

The next step in the execution of this research study, after protocol approval, was to go through the Schedule of Classes choosing five classes in each of the following colleges at San Jose State University: Applied Arts and Sciences, Business, Education, Engineering, Humanities and Arts, Science, Social Sciences, and Social Work. The criterion was to get a selective sample of day students' responses to domestic violence.

Monday, Wednesday, and Friday classes were surveyed during the spring 1991 semester. Fall 1991 semester surveys were collected during Tuesday and Thursday classes. Due to researcher's on-campus scheduling, only day classes were assessed. The age and gender parameters of respondents might have differed had night classes been included.

A letter was prepared to the professors, introducing the researcher, the nature of the study, and the procedures involved. A request for permission to survey a particular

class of theirs, a scheduled time and date request, contact information and confirmation procedures followed. Eighty-one letters were sent. A confirmation telephone call to each of the 81 professors followed: which either confirmed requested day and time, cancelled the scheduled appointment, or rescheduled the time or day. Thirty-nine classes were eventually surveyed and were representative of an upper and lower division sample in each academic school.

CHAPTER FOUR

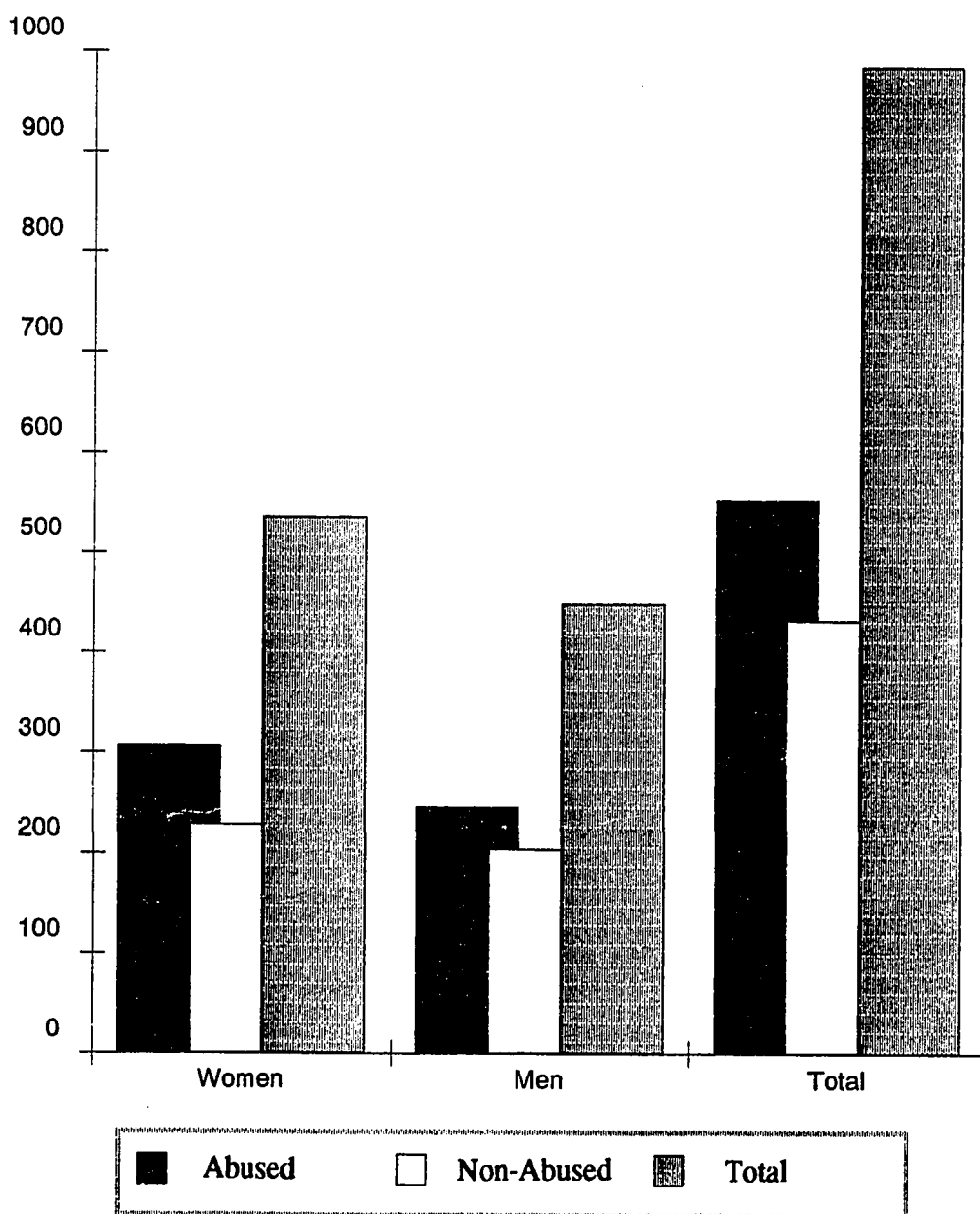
REPORT OF THE FINDINGS

Out of the 984 surveys collected, 43.91%, or 432, of the people claimed to have experienced no domestic violence. The remaining 552 people, or 56.09% marked one or more variables of abuse. Two hundred and forty-five of the 449 male participants (54.57%) and 307 of the 535 females (57.38%) claimed to have experienced one or more episodes of domestic violence by a partner. Within the scope of this research paper, all of the acts of domestic violence described in the problem assessment section of the women's handbook received a response that the abuse had occurred (see Figure 3).

The first section tested 13 physical abuses experienced by SJSU students. Out of the 552 affected participants, 136 (24.64%) had been pushed or shoved by a significant other. There were 160 (28.99%) of the students who noted that a significant other has held them in order to stop them from leaving.

Results indicated that 65 (11.77%) of the participants had been slapped or bitten; 36 students (6.52%) were kicked or choked; 78 (14.13%) were hit or punched by a significant other; and 72 (13.04%) of the people had objects thrown at them. Results revealed that 23 of the respondents (4.17%) had been locked out of the house. Fourteen of the participants (2.54%) were abandoned in a dangerous place. There were 16 respondents (2.90%) who had been refused help by a partner while sick, injured, or

Figure 3. Percentage of participants abused (by gender)

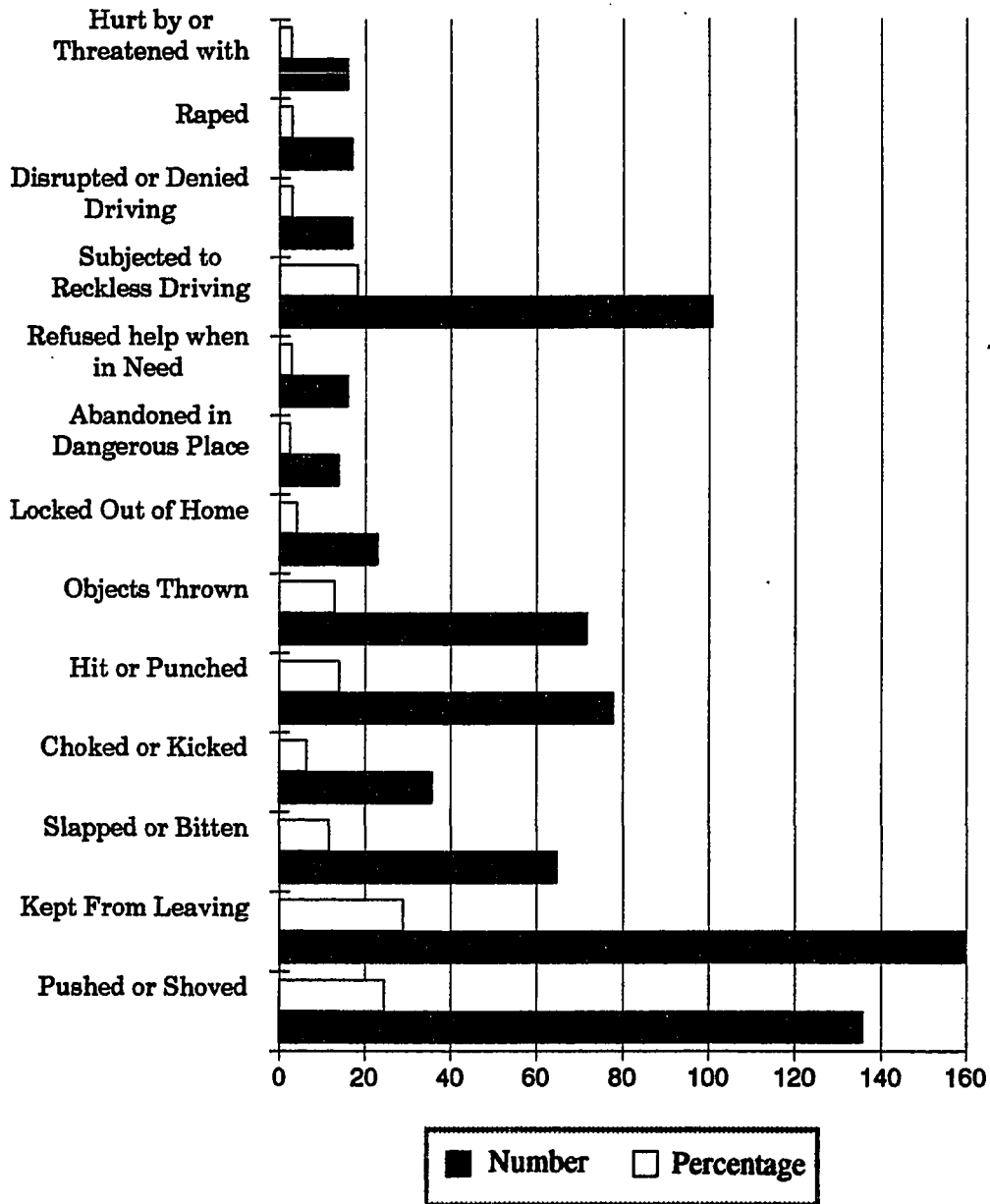


pregnant. Seventeen (3.08%) of the students had been forced off the road or had been kept from driving. Moreover, seventeen of the participants (3.08%) had been raped. The results also showed that 16 students (2.90%) had been threatened or hurt with a weapon. Further results showed that 101 of the participants (18.30%) had been subjected to reckless driving by a significant other (see Figure 4).

The second section, which tested for sexual abuse issues, was tallied. One hundred eighty-four participants (33.33%) noted they had been subjected to sexist jokes or demeaning remarks regarding their sex by a significant other. Seventy-two participants (13.04%) marked that the partner treated the participant or others as sex objects. Participants subjected to jealousy and anger by a partner or assuming the person would have sex with anyone scored in 168 of the responses (30.43%). In addition, 44 participants (7.97%) stated that the partner insisted the person dress in a more sexual way than he or she wanted.

Eighty-six people (15.58%) felt the partner minimized the importance of their feelings about sex. There were 54 respondents (9.78%) who had been criticized sexually, and 56 (10.14%) experienced a partner who insisted on unwanted or uncomfortable touching. Another 61 participants partner's (11.05%) withheld sex and affection to get what the partner wanted, 37 (6.70%) were called sexual names like "whore" or "impotent," and 17 (3.08%) had been forced by their partner to strip when they did not want to. Seventy of the respondent's partners (12.68%) publicly showed sexual interest

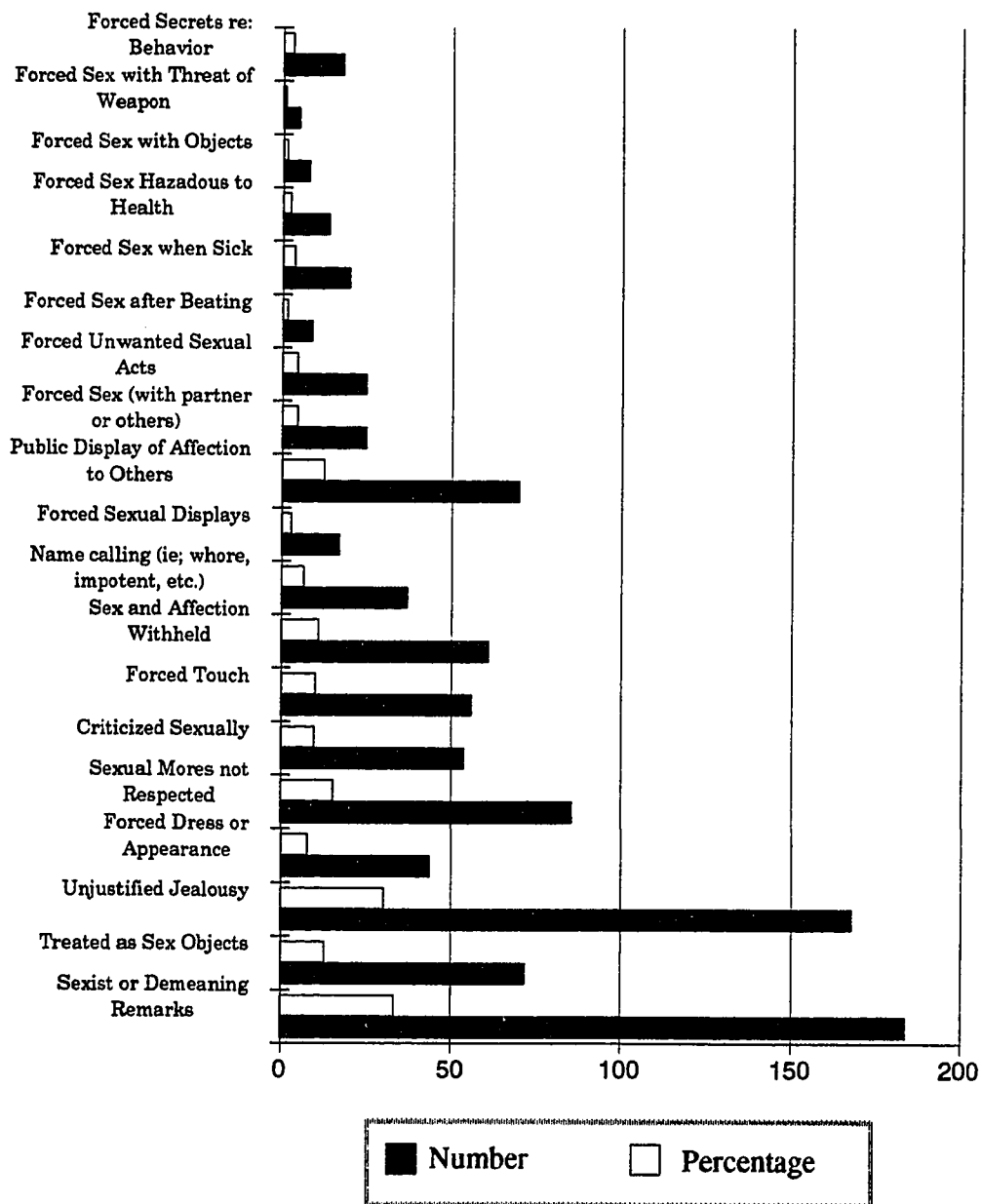
Figure 4. Physical abuse percentages



in other men or women. There were 25 participants (4.53%) who had been subjected to unwanted sexual acts, forced sex, or forced sex with others. Nine students (1.63%) had been forced to have sex after a beating by their partner. Twenty respondents had sex forced on them by a partner when they were sick. Three percent or 14 of the students responded that their partner had forced sex when it was hazardous to their health. Eight of the respondents (1.45%) were forced by their partner to have sex while being hurt by the partner with objects, and five (0.91%) were forced into sex by the threat of the use of weapons by a partner. Eighteen of the students had experienced a partner who threatened her/him to keep secret certain behaviors (3.26%) (see Figure 5).

The following section was a checklist of psychological, economic, emotional, sociological, child, and animal abuse questions. Two hundred eighty participants (the largest number of responses at 50.72%) felt their partner ignored their feelings, 118 people (21.38%) had been ridiculed or insulted, and another 83 felt that their most valued beliefs, religion, and/or race had been ridiculed or insulted (15.04%). Ninety respondents (16.30%) were withheld approval, appreciation or affection as punishment. When asked if the partner continually criticized, called derogatory names, or shouted at the individual, 12.32% or 68 students responded affirmatively. Sixty-four respondents (11.59%) also noted that the partner insulted or drove away family or friends.

Figure 5. Sexual abuses (total and percentage, by type)



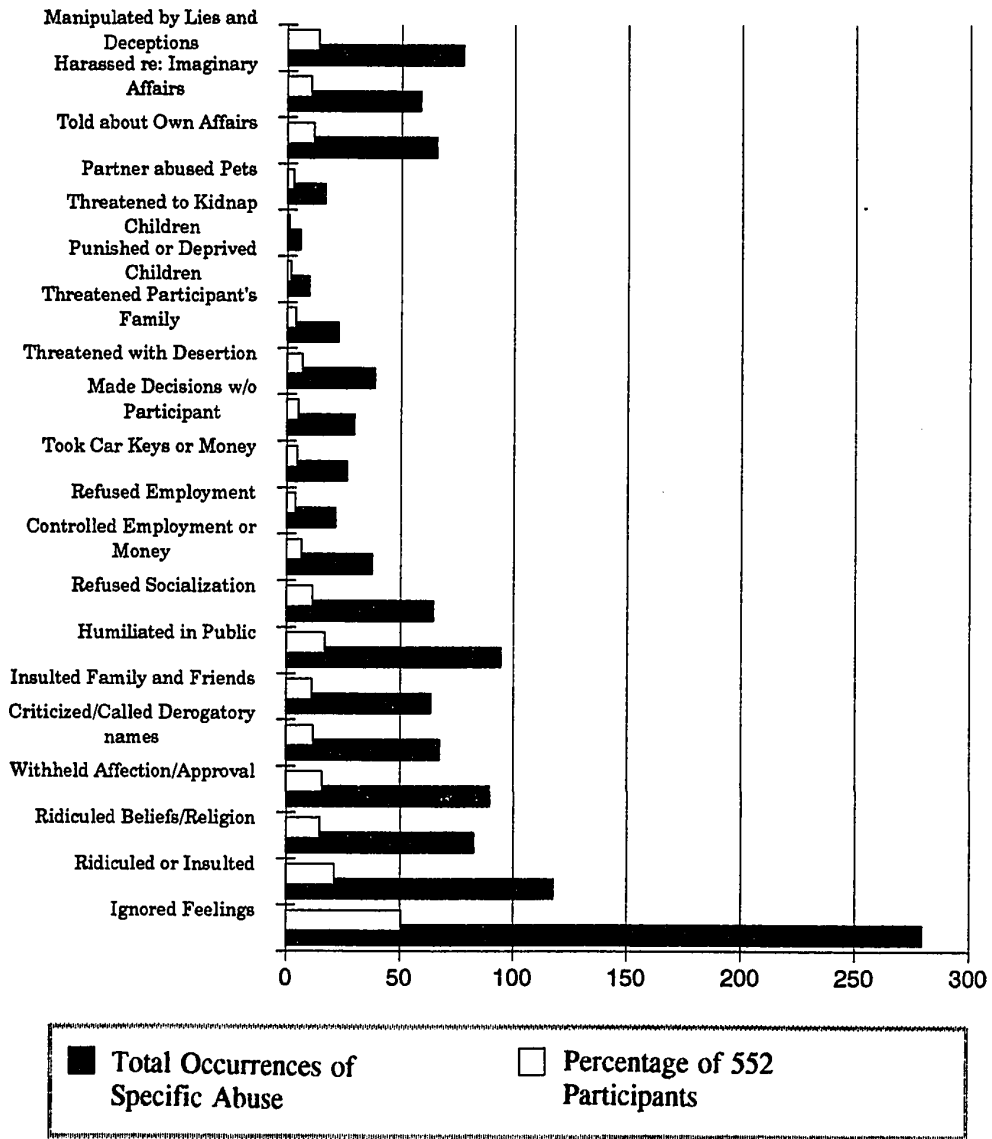
Furthermore, 95 participants were humiliated in public (17.21 %) while 65 partners (11.78%) refused to socialize with the participant. A depersonalizing effect takes place when such abuses happen to an individual or within the family (See Figure 6).

Three questions dealt with economic variables. Instances of the partner keeping the person responding to the survey from employment or controlling the money in a relationship received 38 yes responses, or 6.88%; 22 partners (3.99%) refused to work or be employed; and 27, or 4.89%, took keys or money away from respondent.

Thirty partners, or 5.43% of the respondents who answer positively to having experienced abuses, made all decisions without regard for the participant. There were 39 participants (7.07%) who were regularly threatened with desertion or were told to leave by the partner. Another 23 respondents' partners (4.17%) threatened to hurt the participant's family, 10 punished or deprived the children when angry (1.81%), and six, or 1.09%, threatened to kidnap the children if the participant left the partner. Seventeen respondents noted that the partner had abused pets (3.08%).

Sixty-six participants (11.96%) were told about partner's affairs and 59 (10.69%) were harassed about affairs the partner imagined the participant was having. There were 78 participants (14.13%) who felt they were manipulated by their partner with lies and contradictions. Trust is the issue at hand here, and the person is violated by these abuses.

Figure 6. Other types of abuses wherein the partner



Sixty-one respondents (11.05%) were often afraid of the partner and expressed opinions less and less freely; 65 (11.78%) developed fears of other people and tended to see others less often. One hundred forty-four subjects (26.09%) spent a great deal of time watching their partners for bad and not so bad moods before bringing up issues. Ninety-five (17.21%) stated they had to ask permission to spend money, take classes or socialize with friends. In response to the final questions in the third section, 198 respondents out of the 552 abused participants (35.87%) had fears of doing the wrong thing or getting into trouble, and 143 (25.91%) had become increasingly depressed and felt trapped and powerless within their relationship (see Figure 7).

The fourth and final set of questions regarding community response were also tallied. Results showed that 295, or 29.99% of the 984 total students surveyed would be interested in finding out more about the topic of domestic violence; 462 (46.95%) of the participants knew where to call if abused, and 693 (70%) of the respondents would recommend workshops for people in abusive situations. Only 71 (seven percent) of the students responded that they knew where to go for help. Of that 71, there was no clear-cut single place that people went for help (see Figure 8). Actually, help was obtained from such diverse entities as: parents, therapists, WOMA (Women's Alliance), friends, church, SAVE (Shelter Against Violent Environments), siblings, rape crisis, Al-Anon, Al-Ateen, counseling, a "hotline" number, 911, the District Attorney, police, WATCH (Women and Their Children's Housing), domestic violence detectives, family, doctors,

psychiatrist, psychologist and medical clinic. The largest number of responses to a request for help was from friends, followed by the 911 emergency number.

Figure 7. Sociological impact

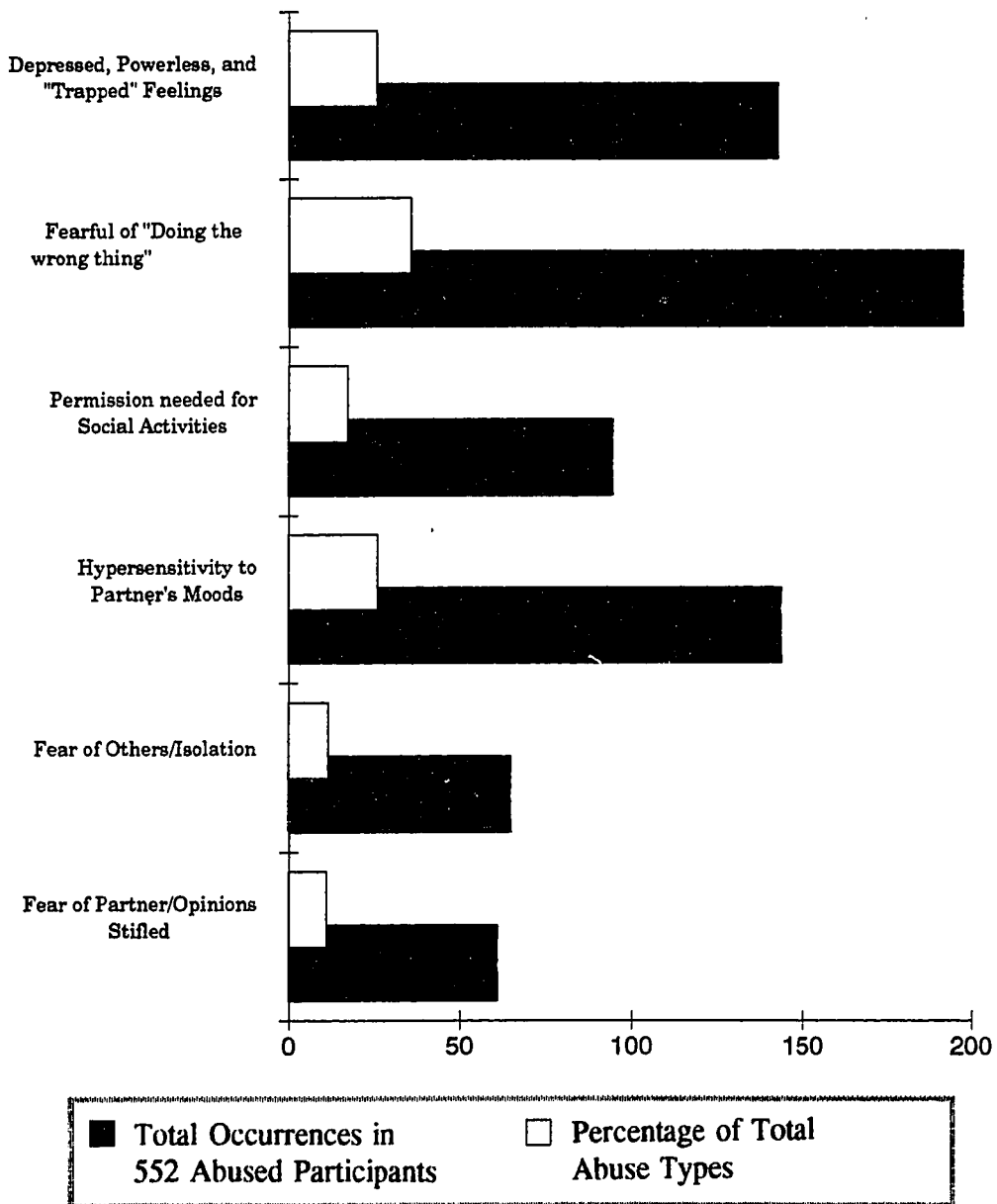
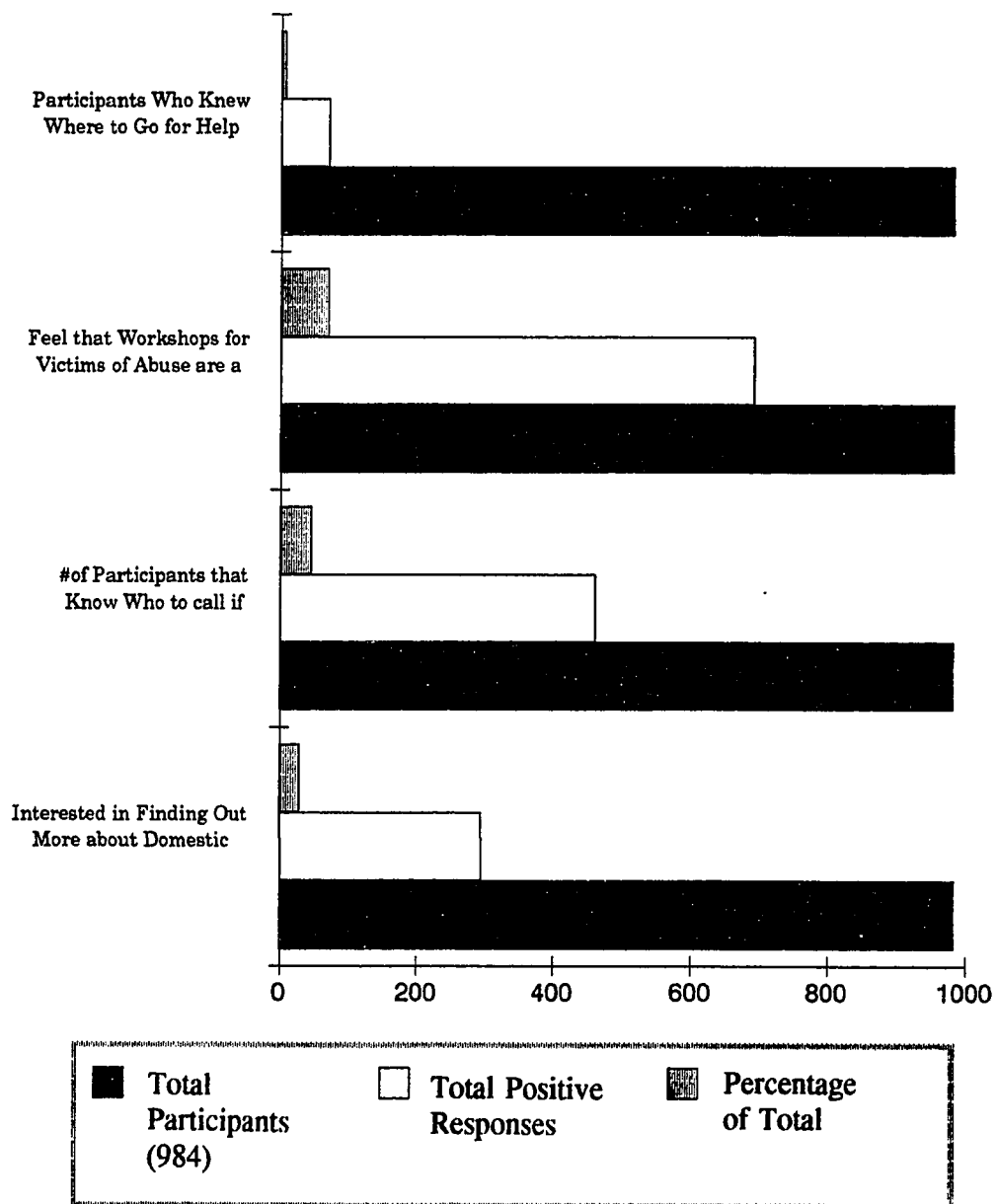


Figure 8. Community response



CHAPTER FIVE

ANALYSIS AND INTERPRETATION

The survey clearly shows that San Jose State University students are not exempt from domestic violence. Of the 984 students that responded to the survey, 56% (552) had experienced at least one domestic violence episode. For example, of the 552 affected participants, 25%, or 138 individuals experienced some form of physical abuse; anything from a push to rape or threats or assault with a weapon. In addition, 182 people (mostly women) or 33% of the abused respondents, had undergone sexual abuse in some form. Moreover, results show that 51% or 282 responded to the emotional, economic, sociological, psychological, child, and pet abuse issues surveyed. And because 198, or 35.87 percent, of the students had been affected psychologically or emotionally and experienced feelings of fear, isolation, lack of self-esteem or control, domestic violence is definitely an issue worthy of study.

Male and female students have experienced domestic violence in varying degrees. Domestic violence is not just a women's issue, it is a human issue. The results show that out of the 449 male respondents, 245 (54.57%) noted they had been the recipient of at least some form of domestic violence. This compared to 57.38%, or 307 of the female respondents having experienced domestic violence in some way. Significantly, the study indicated that over half the male and female students had experienced domestic violence.

Among the 552 participants experiencing domestic violence, it appears that the most common physical abuses suffered were being held by a partner and kept from leaving (29%), being pushed or shoved (25%), or subjected to reckless driving (18%).

On the emotional side, sexist jokes, demeaning remarks and jealousy scored 33 and 30 percent respectively.

There is a need for socialization education and awareness to end sexism (Renzetti & Curran, 1989). The media must stop reinforcing the glorification of violence as a justifiable solution to problems or a "means to a noble end" (Sonkin et al., 1985, pp. 47-48). Communication skills need to be improved for more healthy relationships and positive self-concept. Anger-management alternatives must be explored in the education curricula from elementary school through college. Responsibility to end domestic violence is an individual, family, community, state, national, and societal duty.

In order to make a societal improvement, to put a halt to stereotyping, the myths about and acceptance of domestic violence must be challenged head-on. For example, 51% of the participants noted feelings were often ignored. Another 26% had lost confidence in their abilities and became pessimistic and wary of their partner.

The sociological and psychological implications of this cannot be ignored. Women and men both need to be educated about domestic violence and its ramifications. The media needs to change their focus from the glorification of sexist stereotyping and use of violence to a more healthy assertive communication, genuine regard for others, promotion of peace and positive problem solving. Society needs usable tools: for instance the use of "I" messages; the concentration of change within; acceptance of the self; becoming an "internal" intuitive person; education about the cycle of violence and

what to do; ways to control bitterness and resentment; improved communication; elevated self-esteem, self-concept, and self-regard; and practice of peaceful confrontation.

This is in contrast to the existing pattern of continued violence that the media insists upon reporting, apparently in order to make money and maintain a captive audience. Men's groups for "violence free living" and women's groups for support and resources must also be made available.

To compound the problems, a denial phenomenon exists. Two thirds of the students affected by domestic violence and one quarter of those students not affected by domestic violence stated that they are not interested in finding out more about the topic of domestic violence. Only 48% percent of the students want to learn about the subject. Several professors refused to make class time available because of the subject matter. Many people still desire that the subject be kept quiet.

Of the 449 male participants, 14 who had experienced domestic violence have a total of 19 children between the ages of under one-year and 17. Similarly, of the 535 females who responded and had experienced violence, a total of 49 women had 53 children ranging in age from unborn to 53. These 72 children represent the very real possibility of intergenerational problems; problems that could multiply without a reliable process to break the cycle of violence. The intergenerational affects of domestic violence demonstrate a desperate need to understand, research, and find solutions to domestic violence that have implications far beyond this study.

The results of the study also support the fact that all age groups are affected by domestic violence. We see over half of the 984 SJSU students surveyed from age 17 to age 76 have experienced some degree of domestic violence from a significant other.

The study indicates that further research into exploring ways to educate the public, police, judges, social agencies, and society as a whole would be very beneficial. Involvement from child development specialists as well as the other social science disciplines may help us in gaining an understanding of the effects of domestic violence on both children and the elderly.

The validity of the study's questions is reinforced by the fact that at least five subjects answered each question. This study showed that 44% of the students have not been subjected to violence by a partner. However, the majority (56%) of the students had been affected by some form of violence by a partner. One of the more significant findings was that, unfortunately, only seven percent of the respondents knew where to go if they needed help.

Sociologists have shown that denial is at the core of domestic violence, and that the time has come to recognize and deal with this problem. An example of this denial is made by the 361 students who, while they had experienced some degree of domestic violence, still responded negatively to learning more about the topic. This represents 65% of the students who had experienced domestic violence on a firsthand basis. The hope for understanding lies with the type of individual, represented by one student who

responded to the question positively and added that the need to find out more about the topic of domestic violence "is universal."

The survey also exploded the myth that only married or committed couples have issues of domestic violence. There were 66% of the single, divorced, or widowed participants who experienced some form of violence, whereas only 34% of the committed or married people had responded positively. It is clear that violence is not limited to the married or committed relationship.

This supposition is reinforced by some student comments. There were 10 students who had removed themselves from abusive relationships. Three students stated that their replies referred to an ex-spouse. Six other student's replies follow: "Some, several actually, of the above have applied before to other (past) men in my life, but not my husband"; "I got out of (sic) relationship quite awhile back, been single and not dating for awhile"; "I had a relationship like this seven years ago, but not now"; "I've solved the problem, I dumped him"; "I think people need more one to one counseling"; and "I am a very lucky person to have my girlfriend, however, I have been in a relationship where I was physically and mentally abused." Finally, "these refer to a former partner." A thirty-five year old female expressed that her responses were "related to my husband who is now deceased."

Some participant remarks that minimize or deny the harmfulness of domestic violence are also acknowledged. One student addresses the myth that domestic violence is a woman's issue when writing, "Almost all of these items seem (sic) abuse of women."

Seven surveys contain remarks that some of the abuses were committed while "playing around, joking, play fighting, and just kidding."

A twenty year-old female who is in a committed relationship writes, "I just have a protective boyfriend. He would never hurt me physically or emotionally. He is very caring and considerate." On the other hand, she has been told sexist jokes or demeaning remarks about her sex, been accosted with jealousy and accusations of having sex with anyone, had her feelings ignored, been ridiculed or insulted, humiliated in private or public, and harassed about affairs that the partner imagined she was having.

Concern over the intergenerational problem was expressed by one male and four female students. One female stated, "I was emotionally abandoned and touched inappropriately by my father and am now getting counseling. I was in an abusive relationship but I am seeking help through counseling."

Another responds, "This is concerning my parents and the violence that occurred between them," when she noted that one of her parents had sought police protection. This female 18 year-old is in a committed relationship wherein she has been subjected to sexist jokes and demeaning remarks by her partner, the importance of her feelings about sex have been minimized, her feelings have been ignored, she's been ridiculed or insulted, and she has been humiliated in public or private.

A 22 year-old student suggests, "You might want to ask kids of this age about their parents (sic)". The intergenerational concern was expressed by comments on five of the students' surveys.

The social influence and importance of studying domestic violence is well-expressed by a 30 year-old female who writes, "Although none of the abuses have happened to me, I have a few friends who have been in both physically and verbally abusive relationships." And as proof positive that this survey is significant, that domestic violence is intergenerational, and that the topic of domestic violence must be addressed, a woman in her mid- forties writes, "FYI. I am a ritual abuse survivor-first 17 and one-half years-three abusive husbands." Of specific interest, a female in her twenties exemplified the worst possible domestic violence scenario when she stated, "Not personally, but I have heard of many situations resulting in deaths," responding to the question regarding seeking assistance and response.

Psychological counseling services are used by some San Jose State students affected by domestic violence. One female in her mid-twenties and one male in his mid-thirties noted that some of the abuses had occurred and that they are currently in therapy or counseling. The female noted that alcohol and addictive behaviors were being addressed.

CHAPTER SIX

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

The study shows that, in their relationships, many SJSU students have been exposed to domestic violence of varying degrees. The students have been affected psychologically, sociologically, economically, and or emotionally. Although this study showed that some SJSU students have experienced domestic violence in one or more ways, it does not explore the reasons, circumstances, motivations, or the consequences of such behavior. The results do not reflect personal comments (except those stated within) that deny or minimize abuse.

The survey showed that children are often present in households where there are issues of abuse. The results also indicate that SJSU student domestic violence issues have no age barrier nor sex limitation, and occur in married and single relationships.

Politically, laws have been enacted to deter and educate policy makers about domestic violence. Community involvement, further education and understanding, resource development and referral, and communications skills enhancement are all necessary components to putting an end to domestic violence in the San Jose community. A 22 year-old female student states that the reckless driving did not stop "until I asserted my fear and desire for it to stop."

As the participant pool was systematically selected and representative, it can be inferred from the results of the survey that psychological, sociological, economic and emotional abuse of varying degree happens to over half of the San Jose State student population. Regardless, there is a denial mechanism in place that keeps students from wanting to learn about the phenomenon of domestic violence. This issue needs to be

addressed with sensitivity. Communication skills enhancement is necessary in the area of domestic violence. Communication Studies, Sociology, Psychology, Women's Studies, Economics, History, and the Political Science disciplines must continue to research and address domestic violence issues for a better understanding of, and hopefully the eventual eradication of, the problem.

Domestic violence is a crime toward the individual, the family, and the community. This must be realized at every level, and cannot be tolerated by society. As previously stated, the media needs to consciously curtail the violence on TV, in movies, and on radio before we see a reduction of violence on the streets. Information about where to go for help, for counseling, and about the social service agencies and referral services available, must be abundant and easily obtainable by any individual. Continued hotline and shelter services are also a must in the active resistance of proliferation of domestic violence.

The final result of the study is that there are now 984 additional knowledgeable students that have referrals for the counseling services on campus, and also information about community non-profit organizational help for themselves, their families, and/or their friends who might be in need of counseling services.

A drop-in support network for battered individuals is a recommendation for students at San Jose State. Workshops could be established to educate the public: (a) about the cycle of violence, (b) for identification and education about the characteristics of unhealthy and healthy relationships, (c) referrals made available for counseling and

social service agencies, (d) self-esteem raising techniques explored through hands-on effectiveness training workshops, and (e) communication enhancement workshops.

These workshops could be incorporated into residence halls group meetings as a part of addressing the single sector to the phenomenon of date rape. Communication enhancement seminars and workshops may be beneficial for those who are in abusive relationships and feel trapped.

Further study may pose questions, such as, what societal agencies are available for men who have been victimized by domestic violence. The results show that this may be an interesting project.

Effective techniques to ending violence in the home, on the streets, and in the realm of society should be examined and made public. Communication skills enrichment issues for families, couples, singles, and the committed relationships should be explored, modeled, and made publically available through the media (television, documentaries, radio talk shows, and in the movies).

The conscious acknowledgement of the problem of domestic violence, the interest and desire to make changes at a personal and societal level, and the commitment toward peaceful revival must be examined. Domestic violence is a problem that exists in one out of two relationships and that is evidence enough to desire positive changes. Therefore, society should examine, explore, and work toward positive relationships that are violence free.

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Appendix A
SURVEY OF PROBLEM EXISTENCE

These questions may be difficult to answer because of the emotions they may evoke. Please be honest and answer them truthfully.

What is your sex (male or female)? _____ Your Age _____ ?

Check after your Relationship Status: married _____ Committed _____
 single _____ separated _____ divorced _____ or common law _____.

Do you have children? _____. If yes, list sexes and ages _____

Has your significant other done any of the following to you:

- _____ Pushed or shoved you?
- _____ held you to keep you from leaving?
- _____ slapped or bitten you?
- _____ kicked or choked you?
- _____ hit or punched you?
- _____ thrown objects at you?
- _____ locked you out of the house?
- _____ abandoned you in dangerous places?
- _____ refused you help when you were sick, injured or pregnant?
- _____ subjected you to reckless driving?
- _____ forced you off the road or kept you from driving?
- _____ raped you?
- _____ threatened or hurt you with a weapon?

Ask yourself whether your partner has done any of these things to you:

- _____ told sexist jokes or made demeaning remarks about your sex.
- _____ treated others as sex objects.
- _____ been jealously angry, assuming you would have sex with anyone.
- _____ insisted you dress in a more sexual way than you wanted.
- _____ minimized the importance of your feelings about sex.
- _____ criticized you sexually.
- _____ insisted on unwanted and uncomfortable touching.
- _____ withheld sex and affection to get what partner wanted.
- _____ called you sexual names like "whore," "frigid," or "impotent."
- _____ forced you to strip when you didn't want to.
- _____ publicly showed sexual interest in other women or men.
- _____ forced sex with you or forced you to have sex with others.
- _____ forced particular unwanted sexual acts.
- _____ forced sex after beating.
- _____ forced sex when you were sick.
- _____ forced sex when it was hazardous to your health.
- _____ forced sex for the purpose of hurting you with objects.
- _____ forced sex with threat of weapon use.
- _____ Threatened you if you did not keep secret certain behavior.

Survey p.2

How many of these things has your partner done to you? Check all that apply:

- ignored your feelings.
 ridiculed or insulted your person.
 ridiculed or insulted your most valued beliefs, religion, race.
 withheld approval, appreciation or affection as punishment.
 continually criticized you, called you names, shouted at you.
 insulted or drove away your friends or family.
 humiliated you in private or public.
 refused to socialize with you.
 kept you from employment, controlled your money.
 made all the decisions without your regard.
 refused to be employed or share money.
 took car keys or money away.
 regularly threatened to leave or told you to leave.
 threatened to hurt you or your family.
 punished or deprived the children when s/he was angry at you.
 threatened to kidnap the children if you left your partner.
 abused pets or hurt you.
 told you about his/her affairs.
 harassed you about affairs your partner imagined you were having.
 manipulated you with lies and contradictions.

Were you often afraid of your partner and did you express your opinion less and less freely? _____

Did you develop fears of other people and tend to see others less often? _____

Did or do you spend a lot of time watching for the bad, and not so bad, moods before bringing up a subject? _____

Did you ask permission to spend money, take classes or socialize with friends? _____

Do you have fears of doing the wrong thing or getting in trouble? _____

Did you lose confidence in your abilities, become increasingly depressed and feel trapped and powerless? _____

Would you be interested in finding out more about the topic of domestic violence? _____

If you were abused, do you know who or where to call? _____

Would you recommend a workshop for people in abusive situations? _____

Did you ever seek assistance from _____ and got no response or help. Did you know where to go next? _____

Appendix B

0000 Some Street
San Jose, CA 95000

February 14, 1991

San Jose State University
Various Schools of Thought
One Washington Square
San Jose, CA 95192

Dear Professor _____,

Good day! I am a Social Science Graduate student doing my masters research on domestic violence. I have a special request to survey your class. I need a stratified sample, therefore, I am collecting samples from both lower and upper division classes in each school of thought at San Jose State. I hope you will help me in this endeavor. The time taken from your class will be limited to one survey from each student.

I would like to set up an appointment with you to schedule a time during your class to conduct my survey. A survey copy is attached. My end results will be printed in the Spartan Daily after completion of survey results. I appreciate any help and cooperation with completion of this task.

If you would please contact me, Bette S. Rose, at (408) 000-0000 to set up an appointment other than that time listed at the close of this letter. I shall make telephone contact with you to verify and confirm a time to visit your class to administer the survey. I truly appreciate your time in allowing me to gather this information in preparation of my Masters thesis.

Requested time:

Day schedule:

Class listing:

Again, this survey will not take more than fifteen minutes to complete and I am grateful for your cooperation toward my thesis.

Sincerely,

Bette Suzette Ruch Rose

Appendix C

INFORMED PARTICIPATION STATEMENT

I, Bette Ruch Rose, am a graduate student of the Social Sciences. My Master's research involves this attached Domestic Violence Survey of Problem Existence. The results of this study should further our understanding of domestic violence on SJSU students and the community.

Your consent is strictly voluntary and anonymous. You may refuse to participate in this study or in any part of this study.

The possible risks of this survey may include stirred emotions regarding domestic violence. Below is a counseling referral for NEXT DOOR Solutions to Domestic Violence for your reference. SJSU Counseling services (Administration building #201, 924-5910) personnel are also familiar with the many ramifications of domestic violence and will provide services and referrals.

The results from this study may be published, however, any information from this study provided to me will remain confidential. All collected data will be locked up and kept safe and private.

Your contribution will enable a better understanding of domestic violence existence within the campus community and relate whether students know of existing related services that address helpful solutions to the problem.

Any complaints regarding procedure may be presented to Dr. Kumamoto 924-5549. Questions or complaints about research, subject's rights contact Serena Stanford, Ph.D. at 924-2480.

THANK YOU FOR YOUR CONTRIBUTION! Tear off this copy for your files. Please place your completed survey in the box on the front desk.