Friedman—how do we think about criminals and victims in terms of rights?
A. Last time we talked in general terms about rights, where they come from, and how they should relate to government actions.
   1. We recognize that two sorts of rights are what we might call “intrinsic”
      a. rights we expect and grant others simply for being human—rights that come from God
      b. some rights come from the constitution—which mean that they are specific to our society.
   2. Other rights come from laws where having rights is specific to a historic time and legislative support
      a. the right to education, once enacted, is something all can demand
      b. the right to health care is being worked out now
   3. Hunter and Milofsky present other “rights” that are claimed to be based on consensus and the right to safety is one

B. Friedman tells us about the growth of the victims movement, where historically emphasis has been on the criminal
   1. Roots of the victims movement come from demands for safety
      a. in the Women’s movement
         i. In 1970 there really was no concept of family violence as a crime or women as victims of aggressive men
         ii. The women’s movement developed battering as a political concept in the movement
         iii. It turned out to be
            a) solidly based in data and evidence that had not before been recognized
            b) it fit with widespread public support
            c) it led to passage of laws and creation of a system of women’s shelters
      b. the neighborhood safety movement
         i. the concept of the “war on crime” led to aggressive action against those claimed to be perpetrators
         ii. that led to a neighborhood protection movement like the one that led to the death of Trayvon Martin
         iii. It also led to a child molester protection movement
   2. Awareness led to service programs in service of victims
      a. the primary questions are
i. how we can increase safety for people when the dangers come from intimate partners and settings (like neighborhoods)

ii. how can we address emotional problems that come from having been victimized

b. Reality of these programs is that concerns and protections place the victim on a special pedestal

i. so programs have mandated and special measures to ensure confidentiality and anonymity—like secret locations for shelters

ii. there has been much concern about teaching victims to be self-reliant and not to return to reconstruct the setting of abuse (women not going back to husbands)

iii. the focus on the victim is exclusive and does not include concern for the abuser—in contrast to the model you would get in a family therapy approach.

3. While victims are crucially important, society at large can ask how we fit abusers into the picture

a. As Paymar explores we might ask where violence comes from and how we can help men overcome the tendency to be violent.

b. We will also explore the nature and extent of punishment

i. can offenders pay a debt or do we think of them always as a danger and always as pathological?

ii. do offenders have rights under the constitution to rebuild their lives after offending?

II. Paymar’s book is a practical manual for abusive men who wish to overcome their behavior.

A. A beginning challenge is that men may not realize that routine ways they view the world and their family relationships are inappropriate

1. The abuser may feel he loves his partner, and you can understand some abuse in terms of fear of loss of the love of the partner.

2. Some abuse arises because the man feels he is being parental or providing guidance when he is strongly directive.

3. From the woman’s side, emotional and intellectual development may be stunted in a way that makes it comforting to be with a strong, controlling man.

a. We use a book called Women’s Ways of Knowing on women’s emotional development where the low end depicts women who are very dependent and find comfort in this.
b. Functional partnerships are set up where men find it comforting to have quiet, passive, compliant wives and wives like to have everything in life taken care of so they do not have to think or make decisions.

c. Unfortunately, life intrudes, especially child rearing, and as women develop skills and feel the need to think and to make decisions for themselves and others, conflict develops in the marriage.

4. In the traditional sex-role division of labor, a man who works hard and provides financial support may feel that certain “services” are due to him in return.
   a. Perhaps it is not unreasonable to think that if you give up your free time to do unpleasant things and earn money that your should be able to expect comforts in return like a cooked meal, an orderly house, and warm support (which might include sex).
   b. On the other hand, it is easy for these expectations to become coercive where benefits are withheld as a way of securing compliance---and that this coercive imbalance may escalate.

B. An important part of Paymar is his discussion of the varieties of male violence.
   1. A key starting point is for people to recognize that abuse is usually emotional and physically restrictive as well as physically violent.
      a. One part is to recognize that abuse is a state of living or a life style, so that people might not recognize that normal or frequent interaction patterns create an environment of abuse.
         i. Thus, continual criticism and fault-finding might seem helpful from the standpoint of the giver but continually hurtful and restrictive from the standpoint of the receiver.
         ii. Name-calling may be said in an attitude of joking but it often is hurtful, overgeneralizing in terms of behavior, and an expression of dominance (where the other is expected to accept the denigrating term).
      b. Restricting living conditions not only is punishing but takes away opportunities for creative expansion of one’s self-expression.
         i. Abusers may
            01 take great interest in who a partner relates to on a daily basis
            02 be extremely jealous of contacts with people of the opposite sex
interrogate people about actions and intentions with respect to routine daily activities.

ii. An abused individual also may find that their daily living space and environment is very restricted so that there are few opportunities to get away from the context of abuse.

   01 The abuser may not provide resources or may restrict physical movement
   02 Or people may live in isolated restrictive environments because they live in a rural place or they are very poor and simply cannot get access to more diverse experiences
   03 If an abused person has the opportunity to create a fulfilling personal space and set of activities they may lessen the impact of abuse.

iii. It is easy for someone in the position of provider, worrying about providing enough for a family, to lose sight of the opposite aspect of this and how not providing easy access to resources becomes restrictive and punitive.

2. Male/female relations tend to have an inherent aspect of physical strength dominance/fear built into them that it is hard to bring into focus for either.

   a. Since men do not usually have fears about physical safety, they simply may not think about reasonable fears for physical safety women experience on a routine basis.

   b. Women normally monitor environments for safety by traveling with friends, being careful about walking through dark spaces, and being cautious when they are alone but are approached by groups of men.

   c. A great deal of male feelings of competence come from being physically assertive in situations.

      i. Thus success in sports not only relates to being physically dominant but also taking initiative and being forceful in actions.

      ii. Men may be playful about being physically assertive

      iii. But this sort of action can cause physical damage and also can easily make a transition to angry assertion

C. An important part of Paymar’s course is
1. to assume that men are of good will and to do exercises that heighten male awareness of intimidating and dangerous behaviors.
2. The focus is on the potential for cognitive change that leads to behavior change
   a. One step is to create awareness of how behavior patterns work
   b. And awareness of how your routine behaviors and assumptions create a situation of intimidation and abuse
   c. The idea is that these behavior patterns are ingrained habits so the challenge is to change these habits, challenging just as change in any habituated behavior is challenging
   d. You can become cognitively aware both of the undesirable pattern and of desired alternatives that you can self-consciously work to alter
D. All of this leaves out that abuse is an emotional action and there is a different, complex discussion (for next time) about
   1. What emotions are
   2. Where emotions come from
   3. How emotions are linked to cognition
   4. How cognitive change can help lead to emotion change