

UNIVERSITY OF MICHIGAN

SCHOOL OF SOCIAL WORK

**SW708 – SPECIAL ISSUES IN INTERPERSONAL VIOLENCE
GRASSROOTS AND POLICY RESPONSES TO DOMESTIC VIOLENCE:
CRITICAL, STRUCTURAL AND GLOBAL PERSPECTIVES
FALL 2014**

Time: Tuesday 6:00 pm – 9:00 pm

Location: SSWB B770

Professor Mieko Yoshihama, Ph.D., LMSW, ACSW

Office hours: Tuesdays 4pm-6pm or Wednesdays & Thursdays by appt.

Office: SSWB Telephone: 647-6255 E-mail: miekoy@umich.edu

Course Description

This course will examine theories, social policies and services, social movements, activism and research concerning violence against women, and domestic violence (intimate partner violence) in particular. Domestic violence is prevalent across racial, ethnic, and class boundaries and impedes women's wellbeing and autonomy. Domestic violence is not limited to physical violence, but includes sexual violence and a wide range of other acts used to hurt, isolate, intimidate, threaten, and control women. While focusing on domestic violence, the course will address other forms of gender-based violence through an ongoing analysis of interlocking systems of oppression, power and control.

This course is an integrative seminar designed to help students strengthen their critical thinking skills and integrate their knowledge and skills at micro, mezzo, and macro levels. The course encourages the application of these skills to various types of practice aimed at ending domestic violence and other forms of gender-based violence, especially social change activities through policy advocacy and community organizing.

Course Content

In this course, we will undertake an analysis of domestic violence as a system of oppression and control shaped by, and resulting in, hierarchies of power that are gender-ed, race-d, and class-ed and maintained through sociocultural, economic, and political forces. Throughout the course, we will analyze the intersectional influence of individuals' and communities' **positinalities**—social locations/groupings (e.g., gender, race, class, religion/faith, sexual orientation, immigration status)—on their experience of domestic violence.

We will begin with an examination of the root causes and scope of the problem and various theoretical, ideological, and political perspectives on domestic violence, as well as historical and contemporary societal responses to this problem. For example, we will examine the following questions:

- What sociocultural and structural forces support domestic violence?
- What ideologies and assumptions underlie societal responses (or a lack thereof) to domestic violence?
- In what ways have sexism, racism, classism, heterosexism, and xenophobia shaped the development of current policies, services, and other responses to domestic violence?
- How effective are local, state, national, and international measures to end domestic violence?

Guided by these critical analyses, we will explore more effective approaches to ending domestic violence.

The course will emphasize the role of social workers and the available advocacy and social change mechanisms in local, state, national, and global settings. Although the focus of the course is domestic violence in the U.S., we will examine innovative grassroots and policy responses to domestic violence and other forms of gender-based violence around the globe.

This course emphasizes and models an activist approach. Students are encouraged to take action, applying what they have learned from this and other courses to actions aimed at ending domestic violence and other forms of violence and oppression (see Community Organizing assignment, for example).

Course Objectives: At the conclusion of this course, students will be able to:

1. Apply critical thinking skills to the evaluation and interpretation of research, media, and political reports on the issues of domestic violence and gender-based violence.
2. Demonstrate understanding of the structural and sociocultural forces that contribute to/sustain gender-based violence, and domestic violence in particular.
3. Identify the impact of sexism, racism, classism, heterosexism, xenophobia, and other forms of oppression on societal responses to domestic violence and other forms of gender-based violence.
4. Recognize the underlying theories and ideologies and the strengths and limitations of current societal responses to domestic violence in the U.S. and abroad, and begin to formulate alternative approaches.
5. Demonstrate knowledge and skills in micro, mezzo, and macro practice in addressing the root causes of domestic violence.
6. Apply the ethical principles of social work (and related professions) to prevent and intervene in domestic violence cases at micro, mezzo, and macro levels.

Course Design

Designed as an integrative seminar, this course will involve intensive and extensive participation on the part of the students. To promote critical thinking and analysis, this course will employ a variety of pedagogical strategies, including experiential exercises, group projects, small group discussions, didactic lectures, videos, role-playing, guest speakers, reflective writings, and community projects.

Relationships to Curricular Themes

Multiculturalism and Diversity will be central to the course and integrated throughout. This course will examine the ways in which gender, race, class, religion/faith, sexual orientation, immigration status, disabilities, and other social stratifications impact both perpetration and victimization of domestic violence, as well as personal, community, and political responses to it. This course will also examine how policies and practice approaches differently affect people of color, the poor, immigrants, LGBT individuals, and other marginalized groups.

Social Justice and Social Change. This course will examine the ways in which sexism, racism, classism, and heterosexism have interactively shaped social policies and services (or the lack thereof). It will also examine the grassroots and other innovative efforts to address domestic violence in the U.S. and abroad that are designed to promote social justice and social change. Through these ongoing critical analyses, students will be encouraged to explore and propose policy and practice approaches that promote social change and social justice.

Promotion, Prevention, Treatment and Rehabilitation. This course will address a wide range of responses to domestic violence across micro, mezzo, and macro levels and evaluate their effectiveness with respect to promotion, prevention, treatment and rehabilitation.

Behavioral and Social Science Research. In this course, ongoing review of seminal and contemporary behavioral and social science literature will guide the students' development of a theoretical and empirical knowledge base. The course will also explore biases and assumptions in research, as well as the role of research in promoting social change and social justice.

Relationship to Social Work Ethics and Values

This course will address many complex and challenging ethical issues that may arise in responding to domestic violence cases, including rights to self-determination and confidentiality. This course takes a critical look at current policies and practice approaches by evaluating areas where they come into conflict with fundamental ethical principles (for example, the conflict between protecting abused women from harm and ensuring that abused women have the right to self-determination). We will explore strategies to change those policies and practices that violate social work ethics and values.

Course Reader

- Required readings are available at the CTools course site.

Recommended readings:

- Renzetti, C. M., Edleson J. L., & Bergen, R. K. (Eds.). (2011). *Sourcebook on Violence Against Women* (2nd. ed.). Thousand Oaks, CA: Sage.
- Lemon, N.K.D. (2001; 2nd ed. 2005). *Domestic violence law*. St. Paul, MN: West Group.
- Additional recommended readings are available at the CTools course site.

Course Schedule

Part I. Overview through Critical/Structural Lenses

Session 1 (9/2)	Introductions; Domestic Violence – Overview
Session 2 (9/9)	Definitions, Dynamics, Theories & Research
Session 3 (9/16)	Root Causes & Consequences: Intersections of Oppression and Privilege

Part II. Global, National, State and Local Responses

Session 4 (9/23)	A. Global Movements: Human Rights & Development
Session 5 (9/30)	B. National Movements and Responses
Session 6 (10/7)	C. State & Local Movements & Responses

10/14/14 Fall Break – no class

10/21/14 6pm <<Community Organizing Project Written Report DUE>>

Part III. Policy and Practice: Challenges & Strategies

Session 7 (10/21)	A. Criminal Legal System
Session 8 (10/28)	B. Welfare System
Session 9 (11/4)	C. Child Welfare System
Session 10 (11/11)	D. Health Care System
Session 11 (11/18)	E. Immigration Policies

Part IV. Prevention, Community Engagement/Organizing

Session 12 (11/25)	A. Prevention & Community Engagement/Organizing
Session 13 (12/2)	B. Arts, Media & Activism
Session 14 (12/9)	Poster Presentations, Reflections & Moving Forward

Course Requirements

The University of Michigan expects a student to put in a minimum of two hours weekly preparation for each credit awarded in a graduate/professional school. Thus, you are expected to spend a minimum of six hours per week of preparation for this class. The assignments in this class have been developed to help the student systematically strengthen social work knowledge and practice skills and to enable the student to achieve successfully the goals and objectives of the course.

A Note on Scholarly Discourse

What we will discuss in the class involves controversial issues, such as race, ethnicity, gender, class, immigration, and sexual orientation. All of us come to this course with various experiences and values, as well as assumptions, prejudices, and stereotypes. Disagreements are expected and even welcomed as long as we respect diverse opinions and perspectives and refrain from attacking one another personally. Let us strive to remain open to diverse perspectives even though some of them may conflict with our own.

ASSIGNMENTS AND DUE DATES (see pp. 14-16 for more detail)

1. Reflection Papers, Attendance & Class Participation	15%	
2. Community Organizing Project & Written Paper	30%	Due on 10/21/14 noon
3. Final Paper	25%	Due on 12/11/14 5pm
4. Poster Presentation of the Final Paper	15%	12/9/14 (in-class)
5. Group Project	15%	

❖ For all assignments, you are encouraged to share your ideas and plans in advance with your instructor.

Grading: Letter grades ranging from “A” to “E” are earned, with “+” or “-” distinguishing the degree of performance. Specific expectations for each assignment are provided in a later section of this syllabus.

Accommodations: Any student who feels that he/she may need an accommodation for any sort of disability, please make an appointment to see me as soon as possible.

Class Attendance & Participation: This class is designed as an integrative seminar, and therefore, class attendance and participation are critical to achieving the full impact of the course. You are expected to actively participate in class discussions, small group discussions, and various in-class exercises, some of which require submitting a written report at the end of the class. Class attendance will be taken at random, and any unexcused absences will result in a grade reduction. You need to inform the instructor of your absence as soon as practically possible.

If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information is kept confidential. For more information and resources, please contact the Services for Students with Disabilities Office at G664 Haven Hall, G-664 Haven Hall, 505 South State St., Ann Arbor, MI 48109-1045, TEL 734-763-3000, <http://ssd.umich.edu/>, Email ssdoffice@umich.edu.

If you have difficulties participating in discussion for linguistic, cultural or other reasons, let’s discuss them individually and explore ways in which you may become a more active participant in class.

Incompletes: Incompletes are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The student must formally request an incomplete from the instructor prior to the final week of classes.

ACADEMIC INTEGRITY

We adhere to high standards of academic integrity. Please familiarize yourself with the Rackham Academic and Professional Integrity Policy (<http://www.rackham.umich.edu/current-students/policies/academic-policies/section10>), which defines The Roles and Responsibilities of Graduate Students and Forms of Academic and Professional Misconduct.

Any student caught plagiarizing or cheating in any way will earn a failing grade in this course and may be expelled from the University of Michigan. Other forms of Academic and Professional Misconduct include a wide range of behaviors, such as abuse of confidentiality and obstruction of the academic activities and scholarly research of another (e.g., harassment, intimidation, or tampering with data, records and notes).

The Library Research Guide on Academic Integrity in Social Work is also available at <http://guides.lib.umich.edu/swintegrity>.

SELF and GROUP CARE

Regardless of whether you have been victimized by intimates and/or non-intimates, the course topics and materials have the potential to elicit distress, anxiety, a sense of helplessness, rage, and other strong and/or traumatic reactions. While these reactions are common and natural, they may be intense and may interfere with your personal and academic life. It is important to recognize your reactions (in other words, do not deny them, but explore and develop ways to process them). We as a group will

acknowledge and address our reactions through class discussions, reflective writings and other means. I hope we can create a mutually supportive learning environment for all of us in the class.

If you experience a persistent and increasing sense of distress, anxiety, or trauma, it is important to seek assistance. The following are some of the resources available on and off campus. The instructor is happy to assist you in locating any additional resources you may need.

- UM Counseling and Psychological Services (CAPS). 734-764-8312; <http://www.umich.edu/~caps/>
- UM Medical Center Psychiatric Emergency Services. 734- 996-4747; 734-936-5900 (Crisis phone service, 24 hour/7 days); <http://www.psych.med.umich.edu/pes/>
- UM Sexual Assault Prevention & Awareness Center (SAPAC). 734-998-9368, 734-936-3333 (Crisis line); 800-649-3777 (MRC); <http://www.umich.edu/~sapac/>
- UM Center for Education of Women. 734-764-6005; <http://www.umich.edu/~cew/>
- SAFEHouse Center. 734-973-0242, 734-995-5444 (Crisis line); <http://www.safehousecenter.org/>

ASSIGNED READINGS

Part I. Overview through Critical Structural Lenses

Session 1 (9/2) Introductions; Domestic Violence – Overview

Assigned readings:

- ❑ Davis, A. (2000). The color of violence against women. *Colorlines: Race, Culture, Action*, 3(3).
- ❑ Mahoney, P., Williams, L.M., & West, C.M. (2001). Violence against women by intimate relationship partners. In C.M. Renzetti, J.L. Edleson, & R. Kennedy Bergen (Eds.), *Sourcebook on violence against women* (Chap. 8, pp. 143-178). Thousand Oaks, CA: Sage.
- ❑ Smith, C. W. (1988). "The Rule of Thumb," *A historic perspective? Focus, Los Angeles County Domestic Violence Council*, 1(7).

Resources/additional readings:

- ❑ Yllo, K.A. (1993). Through a feminist lens: Gender, power, and violence. In R.J. Gelles & D.R. Loseke (Eds.), *Current controversies on family violence* (pp. 47-62). Newbury Park: Sage.

Session 2 (9/9) Definitions, Dynamics, Theories & Research

Assigned readings:

- ❑ Catalano, S. M. (2012, November). *Intimate partner violence in the United States* Intimate Partner Violence, 1993-2010. Washington, DC: U.S. Department of Justice.
<<http://www.bjs.gov/index.cfm?ty=pbdetail&iid=453>>
- ❑ Levinson, D. (1987). Societies without family violence. In D. Levinson, (1987), *Cross-cultural perspective*. Newbury Park, CA: Sage.
- ❑ Jasinski, J.L. (2001). Theoretical explanations for violence against women. In C.M. Renzetti, J.L. Edleson, & R. Kennedy Bergen (Eds.), *Sourcebook on violence against women* (Chap. 1, pp. 5-22). Thousand Oaks, CA: Sage.
- ❑ Domestic Abuse Intervention Project. *Power and Control Wheel*.
<<http://www.theduluthmodel.org/pdf/PowerandControl.pdf>>
- ❑ Yoshihama, M. (2005). *A spider web in the patriarchal clan system: Tactics of intimate partners in the Japanese socio-cultural context*. *Violence Against Women*, 11(10), 1236-1262.

Resources/additional readings:

- ❑ Truman, J.L. & Morgan, R.E. (2014). Nonfatal domestic violence 2001-12. U.S. Washington, DC: Department of Justice, Office of Justice Program, Bureau of Justice Statistics, NCJ 244697 <<http://www.bjs.gov/content/pub/pdf/ndv0312.pdf>>
- ❑ McPhail, B.A., Busch, N.B., Kulkami, S., & Rice, G. (2007). An integrative feminist model: The evolving feminist perspective on intimate partner violence. *Violence Against Women*, 13(8), 817-841.

Session 3 (9/16) Root Causes & Consequences: Intersections of Oppression & Privilege

Assigned readings:

- ❑ Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43, 1241-1299.
- ❑ Browne, A. (1995). Reshaping the rhetoric: The nexus of violence, poverty, and minority status in the lives of women and children in the United States. *Georgetown Journal on Fighting Poverty*, 3(1), 17-23.
- ❑ Kasturirangan, A., Krishnan, S. & Riger, S. (2004). The impact of culture and minority status on women's experiences of domestic violence. *Trauma, Violence, & Abuse*, 5(4), 318-332.
- ❑ Wright, E.A. (1998). Not a black and white issue: For battered and abused Latinas and black women, dialing 911 may be risky business. *On the Issue, Winter*, 42-47.
- ❑ Murray, V.H. (1998). A comparative survey of the historic civil, common, and American Indian tribal law responses to domestic violence. *Oklahoma City University Law Review*, 23, 433-458.
- ❑ Mays, J. M. (2006). Feminist disability theory: domestic violence against women with a disability. *Disability & Society*, 21(2), 147-158.

- Kanuha, V. (1990). Compounding the triple jeopardy: Battering in lesbian of color relationships. In L. S. Brown & M. Root (Eds.), *Diversity and complexity in feminist therapy* (pp. 169-184). New York: NY: Harrington Park Press.

Resources/additional readings:

- Little, S. (2008). Challenging changing legal definitions of family in same-sex domestic violence. *Hastings Women's Law Journal*, 259-280.
- Gillum, T. L. (2008). Community response and needs of African American female survivors of domestic violence. *Journal of Interpersonal Violence*, 23(1), 39-57.
- Horsburgh, B. (1995). *Lifting the veil of secrecy: Domestic violence in the Jewish community*. *Harvard Women's Law Journal*, 18.
- Barnett, O. W., Miller-Perrin, C. L., & Perrin, R. D. (2011). Abused and abusive partners in understudied populations: Cross-cultural, immigrant/ethnic/racial, rural, same-sex, and military groups. In O. W. Barnett, C. L. Miller-Perrin & R. D. Perrin (Eds.), *Family Violence Across Lifespan* (3rd ed., pp. 469-526). Thousand Oaks: Sage.
- Sokoloff, N. J., (2004). Domestic violence at the crossroads: Violence against poor women and women of color. *Women's Studies Quarterly*, 32(3/4), 139-147.
- Reina, A. S., Lohman, B. J., & Maldonado, M. M. (2014). "He said they'd deport me": Factors influencing domestic violence help-seeking practices among Latina immigrants. *Journal of Interpersonal Violence*, 29(4), 593-615.
- ☒ *Does the Qur'an tolerate domestic abuse?* (an interview of Laleh Bakhtia, Bonita McGee, and Hadia Mubarak). <http://www.beliefnet.com/story/220/story_22096_1.html>
- Fenton, Z. E. (1998). Domestic violence in black and white: Racialized gender stereotypes in gender violence. *Columbia Journal of Gender and the Law*, 8(1), 1.
- Doug Lu Chen's Case < <http://www.nytimes.com/1989/04/05/nyregion/holtzman-may-appeal-probation-for-immigrant-in-wife-s-slaying.html> >
- Asian and Pacific Islander Institute on Domestic Violence (2002, June). *Violence against women: A lifetime spiral*. <<http://www.apiidv.org/violence/lifetime-spiral.php>>
- Morrison, A. M. (2005-2006). Changing the domestic violence (dis)course: Moving from white victim to multi-cultural survivor. *U.C. Davis Law Review*, 39(3), 1061-1118.

Part II. Global, National, State and Local Responses

Session 4 (9/23)	A. Global Movements: Human Rights & Development
Session 5 (9/30)	B. National Movements and Responses,
Session 6 (10/7)	C. State & Local Movements and Responses

II-A. Global Movements: Human Rights & Development

Assigned readings:

- Bunch, C., & Reilly, N. (1994). *Demanding accountability: The global campaign and Vienna Tribunal for Women's Human Rights*. New York: UNIFEM. Chapters 1, 2, 3.
- Watts, C., & Zimmerman, C. (2002). Violence against women: Global scope and magnitude. *The Lancet*. (9313), 1232-1237. Pickup, F. (2001). Human rights and development responses to violence against women. In F. Pickup, *Ending violence against women: A challenge for development and humanitarian work* (Chap. 2. pp. 46-75). London: Oxfam. Bond, J., & Phillips, R. (2001). Violence against women as a human rights violation. In C.M. Renzetti, J.L. Edleson, & R. Kennedy Bergen (Eds.), *Sourcebook on violence against women* (Chap. 24, pp. 481-499). Thousand Oaks, CA: Sage.

Resources/additional readings:

- Heise, L., Ellsberg, M., & Gottemoeller, M. (1999, December). Ending violence against women. *Population Reports, Series L No.11*. Baltimore, MD: Johns Hopkins University School of Public Health Population Information Program. <http://www.vawnet.org/sexual-violence/summary.php?doc_id=272&find_type=web_desc_GC>
- S2307 To prevent international violence against women, and for other purposes (Submitted to the 113th Congress, May 8, 2014). < <https://www.govtrack.us/congress/bills/113/s2307/text> > or <

<http://www.gpo.gov/fdsys/pkg/BILLS-113s2307is/pdf/BILLS-113s2307is.pdf>

- Coomaraswamy, R. (1999, March). *Violence against women in the family: Integration of the human rights of women and the gender perspective*. United Nations Economic and Social Council (E/CN.4/1999/68).
- Pickup, F. (2001). Explaining violence against women as a development concern. In F. Pickup, *Ending violence against women: A challenge for development and humanitarian work (Chap. 1. pp. 11-45)*. London: Oxfam.
- Perilla, J.L. (1999). Domestic violence as a human rights issue: The case of immigrant Latinos. *Hispanic Journal of Behavioral Sciences*, 21(2), 107-133.

II-B. National Movements & Responses

Assigned reading:

- Heise, L.L., & Chapman, J.R. (1992). Reflection on a movement: The U.S. battle against women abuse. In M. Schuler (Ed.), *Freedom from violence: Women's strategies around the world* (pp. 259-296). Washington, DC: OEF International.
- Valente, R.L., Hart, B.J., Zeya, S., & Malefyt, M. (2001). The Violence Against Women Act of 1994: The federal commitment to ending domestic violence, sexual assault, stalking, and gender-based crimes of violence. In C.M. Renzetti, J.L. Edleson, & R. Kennedy Bergen (Eds.), *Sourcebook on violence against women* (Chap. 15, pp. 279-302). Thousand Oaks, CA: Sage.
- National Center on Domestic and Sexual Violence. *The Violence Against Women Reauthorization Act of 2013*. <http://www.ncdsv.org/images/VAWA_ReauthorizationOverview_1-2013.pdf>

Resources/additional readings:

- National Network to End Domestic Violence (NNEDV). The Violence Against Women Reauthorization Act of 2013 Summary of changes. <http://nnedv.org/downloads/Policy/VAWA2013_Summary.pdf>
- Richie, B. E. (2000). A black feminist reflection on the antiviolence movement. *Signs*. 25(4), 1133-1137.
- Brooks, R. (1997). Feminists negotiate the legislative branch: The Violence Against Women Act. In C.R. Daniels (Ed.), *Feminists negotiate the state: The politics of domestic violence* (Chap. 5, pp. 65-82). Lanham: Maryland: University Press of America.

II-C. State & Local Movements & Responses

Assigned readings:

- Allen, N. E., Larsen, S. E., & Walden, A. L. (2011). An overview of community-based services for battered women. In C. M. Renzetti, J. L. Edleson & R. K. Bergen (Eds.), *Sourcebook on Violence Against Women* (2nd. ed., Chap. 13 pp. 245-264). Thousand Oaks, CA: Sage.
- Tolman, R. M., & Edleson, J. L. (2011). Intervening with men for violence prevention. In C. M. Renzetti, J. L. Edleson & R. K. Bergen (Eds.), *Sourcebook on Violence Against Women* (2nd. ed., Chap. 18 pp. 351-367). Thousand Oaks, CA: Sage.

Resources/additional readings:

- SafeHouse Center. (2006). Survivor manual. <<http://www.safehousecenter.org/pdf/SHC-SurvivorManual.pdf>>
- Almeida, R.V., & Lockard, J. (2005). The cultural context model: A new paradigm for accountability, empowerment, and the development of critical consciousness against domestic violence. In N.J. Sokoloff (Ed.), (2005). *Domestic violence at the margins: Readings on race, class, gender, and culture* (Chap. 18, pp. 301-320). New Brunswick, NJ: Rutgers University Press.
- Pickup, F. (2001). Challenges to violent men. In F. Pickup, *Ending violence against women: A challenge for development and humanitarian work (Chap. 6. pp. 201-228)*. London: Oxfam.
- Perilla, J.L., & Perez, F. (2002). A program for immigrant men who batter within the context of comprehensive family intervention. In E. Aldorando & F. Mederos (Eds.), *Programs for men who batter: Intervention and prevention strategies in a diverse society*. Kingston, NJ: Civic Research Institute.
- Presser, L., & Gaarder, E. (2000). Can restorative justice reduce battering? Some preliminary

considerations. *Social Justice*, 27(1), 175-195.

10/14/14 Fall Break – no class

10/21/14 6pm <<Community Organizing Project Written Report DUE>>

Part III. Policy and Practice: Challenges & Strategies

Session 7 (10/21)	A. Criminal Legal System
Session 8 (10/28)	B. Welfare System
Session 9 (11/4)	C. Child Welfare System
Session 10 (11/11)	D. Health Care System
Session 11 (11/18)	E. Immigration Policies

III-A. Criminal Legal System

Assigned readings:

- ❑ Danis, F.S. (2003). The criminalization of domestic violence: What social workers need to know. *Social Work*, 48(3), 237-246.
- ❑ Miller, S. L., Iovanni, L., & Kelly, K. D. (2011). Violence against women and criminal justice response. In C. M. Renzetti, J. L. Edleson & R. K. Bergen (Eds.), *Sourcebook on Violence Against Women* (2nd. ed., Chap. 14 pp. 267-285). Thousand Oaks, CA: Sage.
- ❑ Eng, P. (2003). *Safety & justice for all: Examining the relationship between the women's anti-violence movement and the criminal legal system*. New York: Ms. Foundation.
<http://files.praxisinternational.org/safety_justice.pdf >
- ❑ National Institute of Justice & American Bar Association. (1998, July). *Legal interventions in family violence: Research findings and policy implications*. Washington, DC: U.S. Department of Justice, Office of Justice Programs. NCJ 171666. **Especially Chapter on Arrest (pp. 54-58).**
<http://www.ncjrs.gov/pdffiles/171666.pdf>

Resources/additional readings:

- ❑ DeLeon-Granados, W., Wells, W., & Binsbacher, R. (2006). Arresting developments: Trends in female arrests for domestic violence and proposed explanations. *Violence Against Women*, 12(4), 355-371.
- ❑ <http://www.bwjp.org/files/bwjp/articles/Primary_Aggressor_Chart_Final.pdf>
- ❑ Sparks, A. (1997). Feminists negotiate the executive branch: The policing of male violence. In C.R. Daniels (Ed.), *Feminists negotiate the state: The politics of domestic violence* (Chap. 3, pp. 35-52). Lanham: Maryland: University Press of America.
- ❑ Fedders, B. (1997). *Lobbying for mandatory-arrest policies: Race, class, and the politics of the Battered Women's Movement*. *New York University Review of Law and Social Change*, 23, 281-300.
- ❑ Battered Women Justice Project. *Primary aggressor statues*. Ferraro, K. J. (1996). The dance of dependency: A genealogy of domestic violence discourse. *Hypatia*, 11(4), 77-91.

III-B. Welfare System

Assigned reading:

- ❑ Gallagher, R. J. (2011). Welfare reform's inadequate implementation of the family violence option: Exploring the dual oppression of poor domestic violence victims. *The American University Journal of Gender, Social Policy & the Law*, 19(3), 987-1007.
- ❑ Kandaswamy, P. (2010). "You trade in a man for the man": Domestic violence and the U.S. welfare state. *American Quarterly*, 62(2), 253-277,405.
- ❑ United States Government Accountability Office. (2005, August). *TANF: State approaches to screening for domestic violence could benefit from HHS Guidance*
<<http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=gao&docid=f:d05701.pdf>>
- ❑ Abramovitz, M (2006). Welfare reform in the United States: Gender, race, and class matter. *Critical Social Policy*, 26(2), 336-364.

Resources/additional readings:

- ❑ Rafael, J. (2001). Domestic violence as a welfare-to-work barrier: Research and theoretical issues. In C.M. Renzetti, J.L. Edleson, & R. Kennedy Bergen (Eds.), *Sourcebook on violence against women* (Chap. 22, pp. 443-456). Thousand Oaks, CA: Sage.
- ❑ Thomas, S. (1998). Race, gender, and welfare reform: The antinatalist response. *Journal of Black Studies*, 28(4), 419-446.
- ❑ Davis, J. (1998). Building opportunities for battered women's safety and self-sufficiency. Minnesota Center Against Violence and Abuse (MINCAVA) Practice Paper Series #1.
<<http://www.mincava.umn.edu/documents/welprac1/welprac1.html>>

III-C. Child Welfare System

Assigned readings:

- ❑ Ogonnaya, I. N., & Pohle, C. (2013). Case outcomes of child welfare-involved families affected by domestic violence: A review of the literature. *Children and Youth Services Review*, 35(9), 1400-1407.
- ❑ Cross, T. P., Mathews, B., Tonmyr, L., Scott, D., & Ouimet, C. (2012). Child welfare policy and practice on children's exposure to domestic violence. *Child Abuse & Neglect*, 36(3), 210-216.
- ❑ Child Welfare Information Gateway (2009). Domestic violence and the child welfare system
<http://www.childwelfare.gov/pubs/factsheets/domestic_violence/>
- ❑ Ewen, B. M. (2007). Failure to protect laws: Protecting children or punishing mothers? *Journal of Forensic Nursing*, 3(2), 84-86.
- ❑ Meier, J. S. (2009). A historical perspective on parental alienation syndrome and parental alienation. *Journal of Child Custody*, 6(3-4), 232-257.

Resources/additional readings:

- ❑ Failure to Protect Working Group (2000). Charging battered mothers with "failure to protect": Still blaming the victim. *Fordham Urban Law Journal*, 27(3), 849-843.
- ❑ Johnson, N. E., Saccuzzo, D. P., & Koen, W. J. (2005). Child custody mediation in cases of domestic violence. *Violence Against Women*, 11(8), 1022-1053.
- ❑ Trepiccione, M. A. (2001). At the crossroads of law and social science: Is charging a battered mother with failure to protect her child an acceptable solution when her child witnesses domestic violence? *Fordham Law Review*, 69(4), 1487-1522.
- ❑ Joanna, L. K., & Joel, V. K. (2005). Threatened Mother Syndrome (TMS): A diverging concept of Parental Alienation Syndrome (PAS). *American Journal of Family Law*, 18(4), 189-191.
- ❑ Kelly, J.B., and Johnston, J.R. (2001). The alienated child: A reformulation of parental alienation syndrome. *Family Court Review*, 39(3), 249-267.
- ❑ Bernet, W. (2008). Parental Alienation Disorder and DSM-V. *American Journal of Family Therapy*, 36(5), 349-366.

III-D. Health Care System

Assigned readings:

- ❑ Family Violence Prevention Fund. (2002). *National consensus guidelines on identifying and responding to domestic violence victimization in health care setting* (pp. 1-19, Appendix C, D, H, I). San Francisco: Author. <<http://www.futureswithoutviolence.org/userfiles/file/Consensus.pdf> >
- ❑ Moyer, V. A. (2013). Screening for intimate partner violence and abuse of elderly and vulnerable adults: US Preventive Services Task Force Recommendation Statement. *Annals of Internal Medicine*, 158(6), 478-486.
- ❑ World Health Organization. (2013). *Responding to intimate partner violence and sexual violence against women: WHO clinical and policy guidelines* (pp. 27-33). Geneva, Switzerland World Health Organization.
- ❑ Singh, V., Petersen, K., & Singh, S. R. (2014). Intimate partner violence victimization: identification and response in primary care. *Primary care*, 41(2), 261-281.
- ❑ Kiely, M., El-Mohandes, A. A. E., El-Khorazaty, M. N., Blake, S. M., & Gantz, M. G. (2010). An integrated intervention to reduce intimate partner violence in pregnancy: a randomized controlled trial. *Obstetrics and gynecology*, 115(2 Pt 1), 273.

- Durborow, N., Lizdas, K. C., O'Flaherty, A., & Marjavi, A. (2013). *Compendium of state statutes and policies on domestic violence and health care*. (pp. 47-48). San Francisco, CA: Futures Without Violence.
- Kimberg, L. S. (2008). Addressing intimate partner violence with male patients: A review and introduction of pilot guidelines. *Journal of General Internal Medicine*, 23(12), 2071-2078.

Resources/additional readings:

- Family Violence Prevention Fund (2010). *Pilot guidelines on identifying and responding to male intimate partner victimization and perpetration in the health care setting*. San Francisco: Author. <<http://www.leapsf.org/pdf/published-pilot-guidelines.pdf> >
- MacMillan, H.L., Wathen, C.N., Jamieson, E., Boyle, M.H., Shannon, H.S., Ford-Gilboe, M., Worster, A., Lent, B., Coben, J.H., Campbell, J.C., McNutt, L-A. (2009). *Screening for intimate partner violence in health care settings: A randomized trial*. *JAMA*, 302(5), 493-501.
- Jaeger, J.R., Spielman, D., Cronholm, P.F., Applebaum, S., Holmes, W.C. (2008). Screening male primary care patients for intimate partner violence perpetration. *Journal of General Internal Medicine*, 23(8), 1152-1156.
- Macy, R. J., Ermentrout, D. M., & Johns, N. B. (2011). Health care for survivors of partner and sexual violence. In I. C. M. Renzetti, J. L. Edleson & R. K. Bergen (Eds.), *Sourcebook on Violence Against Women* (2nd. ed., Chap. 15 pp. 289-307). Thousand Oaks, CA: Sage.
- Rhodes, K.V. & Levinson, W. (2003). Interventions for intimate partner violence against women: Clinical applications. *JAMA*, 289(5), 601-605.
- Anderson, J., E., Abraham, M., Bruessow, D. M., Coleman, R. D., McCarthy, K., C., Harris-Odimgbe, T., et al. (2008). Cross-cultural perspectives on intimate partner violence. *JAAPA: Journal of the American Academy of Physician Assistants*, 21(4), 36-44.
- (n.d.). Oakland County Coordinating Council Against Domestic Violence. *Domestic violence: Causing an injury is a crime and must be reported*.

III-E. Immigration Policies

Assigned readings:

- Futures without Violence (Formerly Family Violence Prevention Fund). Immigrant Women and Domestic Violence < <http://www.futureswithoutviolence.org/content/features/detail/778/>>
- Raj, A., & Silverman, J. (2002). Violence against immigrant women: The roles of culture, context, and legal immigrant status on intimate partner violence. *Violence Against Women*, 8(3), 367-398.
- *Immigrant power and control wheel*. <http://www.ncdsv.org/images/Immigrant%20P&C%20wheel%20NO%20SHADING%20-%20NCDSV-ICE_updated2009.pdf>
- Also see various Power and Control Wheels < http://www.ncdsv.org/publications_wheel.html>
- Futures without Violence (Formerly Family Violence Prevention Fund). *Background on laws affecting battered immigrant women*. < <http://www.futureswithoutviolence.org/userfiles/file/ImmigrantWomen/Background%20on%20Laws%20Affecting%20Battered%20Immigrant%20Women.pdf> >
- Yoshihama, M. (2009). Literature on intimate partner violence in immigrant and refugee communities: Review and recommendations. In Family Violence Prevention Fund (Ed.), *Intimate partner violence in immigrant and refugee communities: Challenges, promising practices and recommendations* (pp. 34-64). Princeton, NJ: Robert Wood Johnson Foundation. <<http://www.rwjf.org/en/research-publications/find-rwjf-research/2009/03/intimate-partner-violence-in-immigrant-and-refugee-communities.html> >
- *Introduction to immigration relief for battered immigrants*. Handout distributed at the annual conference of the Network to End Violence Against Immigrant Women, October 2003.

Resources/additional readings:

- Conyers, J. (2007). The 2005 reauthorization of the Violence Against Women Act. *Violence Against Women*, 13(5), 457-468.

- ❑ Futures without Violence (Formerly Family Violence Prevention Fund). The Facts on Immigrant Women and Domestic Violence. *The facts on immigrant women and domestic violence*.
<http://www.futureswithoutviolence.org/userfiles/file/Children_and_Families/Immigrant.pdf >
- ❑ Futures without Violence (Formerly Family Violence Prevention Fund). *Basic tips in working with immigrant women*.
<<http://www.futureswithoutviolence.org/userfiles/file/ImmigrantWomen/Basic%20Tips%20in%20Working%20with%20Immigrant%20Women.pdf>>
- ❑ Also see Futures without Violence (Formerly Family Violence Prevention Fund). *Resources for working with immigrant women*.
<http://www.futureswithoutviolence.org/section/our_work/women_and_girls/_key_resources_immigrant_women>
- ❑ Legal Momentum (n.d.). *Immigration and domestic violence: A background on current law and advocacy*. Washington DC: Legal Momentum.

Part IV. Prevention, Community Engagement/Organizing

Session 12 (11/25)	A. Prevention & Community Engagement/Organizing
Session 13 (12/2)	B. Arts, Media & Activism
Session 14 (12/9)	Poster Presentations, Reflections & Moving Forward

IV-A. Prevention & Community Engagement/Organizing

Assigned readings:

- ❑ Rath, C. (1999). *Transforming communities: A model for community organizing*. Harrisburg, PA: The National Resource Center on Domestic Violence.
<http://www.vawnet.org/assoc_files_vawnet/nrc_tran-full.pdf>
- ❑ Yoshihama, M., Ramakrishnan, A., Hammock, A.C., & Pasha, M.K. (2012). Intimate partner violence prevention program in an Asian immigrant community: Integrating theories, data, and community. *Violence Against Women, 18*(7), 763-783.

Resources/additional readings:

- ❑ Ghez, M. (2001). Getting the message out: Using media to change social norms on abuse. In C.M. Renzetti, J.L. Edleson, & R.K. Bergen (Eds.), *Sourcebook on violence against women* (pp. 417-437). Thousand Oaks, CA: Sage.
- ❑ Kaufman, M. (1999, October). *The seven P's of men's violence*.
<<http://www.michaelkaufman.com/wp-content/uploads/2009/01/kaufman-7-ps-of-mens-violence.pdf>>
- ❑ White Ribbon. <<http://www.whiteribbon.com/>>
- ❑ 16 Days of Activism Against Violence Against Women <<http://16dayscwg.rutgers.edu/>>
- ❑ Donovan, R.J. & Vlasis, R. (2005, September). *VicHealth review of communication components of social marketing/public education campaigns focusing on violence against women*. Victorian Health Promotion Foundation, Melbourne, Australia.
<http://www.vichealth.vic.gov.au/~media/ProgramsandProjects/DiscriminationandViolence/ViolenceAgainstWomen/CAS_Paper2_SocialMarketing.ashx >
 - Soul City, South Africa (pp. 63-71);
 - There is no excuse for domestic violence (pp. 89-92);
 - Texas Council on Family Violence (pp. 93-100);
 - Freedom from Fear: Campaign against domestic violence. (pp. 106-113).

IV-B. Arts, Media & Activism

Assigned readings:

- ❑ Reardon, C. (2001, Fall). *Democracy onstage - Ford Foundation Report*.
<<http://www.creardon.com/archives/FFR/FFR31.html> >
- ❑ MacDonald, S. & Rachel, D. (2000). *Augusto Boal's Forum Theatre for teachers (notes from a workshop at Athens Conference, 2000)*.

- <<http://organizingforpower.files.wordpress.com/2009/03/games-theater-of-oppressed.pdf>>
- *August Boal and the Theatre of the Oppressed*. <http://brechtforum.org/abouttop>
 - *Theater of the Oppressed techniques: Forum Theater*. <<http://brechtforum.org/aboutforum>>
 - Mitchell, K. S. & Freitag, J. L. (2011). Forum theatre for bystanders: A new model for gender violence prevention. *Violence Against Women*, 17(8) 990–1013.

Resources/additional readings:

- Finn, J.L., Jacobson, M. & Campana, J.D. (2004). Participatory research, popular education, and popular theatre: Contributions to group work. In C.G. Garvin, L.M. Gutiérrez, and M.J. Galinsky (Eds.), *Handbook of social work with groups* (pp.326-343). New York: The Guilford Press.
- Stern, M. J., & Seifert, S. C. (2009). *Civic engagement and the arts: issues of conceptualization and measurement*. University of Pennsylvania, School of Social Policy & Practice.
<http://animatingdemocracy.org/sites/default/files/CE_Arts_SternSeifert.pdf>

Session 14 (12/9) Poster Presentations, Reflections & Moving Forward

Assigned readings:

- Smith, A. (2005). Looking to the future: Domestic violence, women of color, the state, and social change. In N.J. Sokoloff (Ed.), *Domestic violence at the margins: Readings on race, class, gender, and culture* (Chap. 24, pp. 416-434). New Brunswick, NJ: Rutgers University Press.
- Perilla, J.L., Lavizzo, E., & Ibáñez, G. (2007). Towards a community psychology of liberation: A domestic violence intervention as a tool for social change. In E. Aldarondo (Ed.), *Promoting social justice through mental health practice*. Mahwah, NJ: Lawrence Erlbaum.

ASSIGNMENTS

Guidelines for Written Assignments

All written assignments will be evaluated for organization, clarity, and written quality, as well as for substantive content. In addition, they must:

- Be typed and double-spaced.
- Page number on each page.
- Be submitted via Ctools Drop Box by the due date (late papers will result in the deduction of 1/2 a letter grade).
- Follow an established academic convention for organization, pagination, footnoting, and bibliographic references (e.g., APA style). Papers that do not comply with an established convention will be returned, and a penalty for late submission will be applied.
- **Consult the Student Guide to make sure you are citing others' work appropriately and not committing plagiarism.**

1. Reflection Papers, Attendance & Class Participation

At the end of each class, you will write and submit a short reflection of your learning. Some of the reflections will be shared anonymously in the class to aid mutual learning.

2. Community Organizing Project & Written Paper (6-8 pages) Due 10/21/14

Assignment Goals:

- To apply the knowledge and skills you have gained in this and other courses to a community organizing effort aimed at increasing awareness about domestic violence among people in your social network.
- To strengthen skills in project planning and public speaking.
- To deepen your understanding of group dynamics, including the impact of participants' and your positionalities.

Assignment Details:

- A. You will **organize a group meeting** to discuss domestic violence with friends, classmates, co-workers, and/or other acquaintances (e.g., church members), and
- B. **Write a paper** (6-8 pages) that addresses the following:
 1. Planning (1-2 pages)
 - Goals and objectives
 - Audience and recruitment methods
 - Assessment of the knowledge and experience of the audience and you
 - Planned activities—content and process
 2. Implementation (1-2 pages)
 - Who attended & who did not?
 - How did they participate:
 - Verbal and nonverbal behavior
 - The group dynamics
 - The perceived effects of the participants' and your backgrounds/positionalities on the group process
 - The challenges you faced and how you addressed them
 3. Evaluation of the Discussion/Group Meeting (2-3 pages)
 - Did the meeting go as planned? If not, why not, and what changes did you make?
 - Did the meeting achieve the intended goals/objectives? If not, why not? What are the impacts of the meeting on participants, yourself, and others?

- Future actions about the audience, if any
 - What did you do well?
 - What do you want to learn more about; in what areas do you want to strengthen your skills?
 - If you were to do this project again, what would you do differently or similarly and why?
4. Reflection about Your Learning (1-2 page)
- Lessons learned: Summary of what you learned about yourself, others, the topic addressed, and/or a particular group, community, or institution.
 - The role of small gatherings/discussion groups in addressing domestic violence and other social issues.
 - Skills and/or capacities that you have developed, strengthened, and/or demonstrated through the assignment.
- ❖ **Submit a copy of the materials you used** (e.g., audiovisuals, handouts, recruitment materials).
 - ❖ Cannot be part of the ongoing/normal task of your job/internship.
 - ❖ You may include a social component (e.g., serving refreshments); however, organizing a luncheon or dinner party where domestic violence is “mentioned” does not constitute sufficient completion of this assignment.
 - ❖ As you plan the meeting, it is important that you keep a good record of your planning processes: e.g., how and why you decided whom to invite to the meeting, how and why you organized the meeting in a particular way (e.g., the use of a video and/or small group discussion, etc.).
 - ❖ Please do not include identifying information of the participants unless they are public figures and attended the meeting as such.

3 & 4. Final Paper (approximately 10 pages) & In-Class Poster Presentation

A. **Paper** is due on 12/11/14 5pm

B. In-Class **Poster Presentation** of the Final Paper is on 12/9/14

* More detailed instructions will be provided in class at a later time.

Assignment Goals:

- To integrate the knowledge and skills in analyzing the root causes, theories, research concerning domestic violence, and societal responses to this problem.
- To develop alternative/innovative approaches to addressing/ending domestic violence.
- To strengthen (and demonstrate) your ability to clearly and logically present your ideas.

Assignment Overview:

This assignment will consist of two products: **a written paper** and **an in-class poster presentation**.

1. Pick a specific policy or strategy currently or recently implemented to address domestic violence, e.g., mandatory reporting of domestic violence cases, universal screening at health care settings, mandatory arrest policy; domestic violence prevention/intervention at workplace)
2. **Write a paper** including:
 - a. Critical analysis of the policy/strategy currently/recently implemented (3-5 pages)
 - i. A brief description of the policy/strategy of your choice and its goals and target population(s)
 - ii. Background (e.g., the nature and scope of the problem the policy/strategy intended to address, socio-historical-political conditions)
 - iii. Underlying assumptions, values, and theories
 - iv. Strengths and limitations of the policy/strategy
 - b. Your proposed alternative policy/strategy (3-5 pages)
 - i. A description of your proposal – can be brief but be SPECIFIC and CONCRETE.
 - ii. Rationales (e.g., theoretical and empirical base) for your proposal
 - iii. Analysis of the strengths and limitations of your proposal, including potential unintended consequences, as well as anticipated barriers and how to overcome them.
 - iv. Social work values that guided the development of your proposal.

- c. Reflections about your learning (1-2 page)
 - i. Lessons learned: Summary of what you learned about yourself, others, the nature of the assignment, the topic of your paper and/or a particular group, community, or institution.
 - ii. Skills and/or capacities gained/demonstrated: A brief description of the knowledge and skills that you developed, strengthened and/or demonstrated through the assignment.
3. **Create and present a poster in class.** *We plan to open up the poster presentation to other students, staff, faculty and any interested individuals. Invite your family and friends!*

* **An alternative project** may be arranged in consultation with the instructor. Please consult with the instructor as soon as possible and no later than 12/2/14.

5. Group Project - Facilitating an In-Class Discussion (pair/group project) 15%

In this assignment, your pair/group will be responsible for presenting the main points/issues of the assigned week's readings and facilitating class discussion. You have about 45-50 minutes. So, time management is important. Pay attention to:

- The goals, underlying values and assumptions, and strengths and limitations of the framework/policy/practice approaches presented;
- When applicable, impact of the framework/policy/practice approaches presented, including intended and unintended consequences;
- Implications for multiple levels of social work practice;
- Issues of PODS (privilege, oppression, diversity, and social justice), especially intersections of oppression and privilege;
- Ways to encourage students' participation, reflection, and/or critical analysis*.

* You are encouraged, but not required, to use interactive and other creative methods to present the main point of the readings and/or facilitate the class discussion.

The same grade will be assigned for both/all students in the pair/group. You are encouraged to share the responsibilities for preparation and actual presentation/facilitation in class.

The topics and tentative schedule are as follows (they may be altered due to class size, guest speakers' schedules or other logistical reasons):

Sessions 7~11 (10/21, 10/28, 11/4, 11/11, 11/18) Systems' Responses:

- Criminal legal system
- Welfare system
- Child welfare system
- Immigration policies
- Health care system



SW708 – SPECIAL ISSUES IN INTERPERSONAL VIOLENCE
Student Profile

Name: _____ Phone (____) _____

E-mail: _____ Current Address (City) _____

Where (city, state, country) are you from? _____

Practice Method: Major: IP CO MHS SPE Minor (if any): IP CO MHS SPE

Area of Concentration _____

First Year or Second Year? 1 2 Track: 16mos. 20mos. AS ED PT

Field Placement (if any) _____

Reason(s) for choosing Social Work _____

Please list any undergraduate and graduate degrees:

Table with 2 columns: Degree & Year Obtained, College/University. Rows 1, 2, 3.

Please list any previous "Social Work" experiences (please circle ones that are related to domestic violence/violence against women):

- 1. _____
2. _____
3. _____
4. _____

Please describe your reason(s) for taking this course.

Please list two objectives you have for this course:

- 1. _____
2. _____

Anything else about you that you want the instructor to know?