



Course title:	Gender-Based Violence: Community, System, and Policy Responses in the Global Context	
Course #/term:	SW 758-001, Fall 2020	
Time and place:	Thursdays, 2:00-5:00pm, Online	
Credit hours:	3	
Prerequisites:		
Instructor:	Lauren Whitmer, MSW, MA	
Pronouns:	She	
Contact info:	Email: whitmer@umich.edu	Phone: 734-719-1065
	You may expect a response within 48 hours, Monday-Friday	
Office:	Online	
Office hours:	By appointment	

1. Course Statement

a. Course description

This course will examine theories, social policies and services, social movements, activism and research concerning gender-based violence, and domestic violence (intimate partner violence) in particular. 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 analysis skills and integrate their knowledge and skills at micro, mezzo, and macro levels. The course encourages the application of these knowledge skills to various levels of practice aimed at ending domestic violence and other forms of gender-based violence, especially social change activities through policy advocacy and community organizing.

b. Course objectives and competencies

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

1. Apply critical analysis 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 socio-political and –historical 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 community, system, and policy responses to domestic violence and other forms of gender-based violence in the USA and abroad and begin to formulate alternative approaches.
5. Demonstrate knowledge and skills in community assessment and formulating action to end domestic violence/gender-based violence in diverse communities in the USA and globally.
6. Demonstrate knowledge and skills in policy analysis and developing more effective system and policy responses to end domestic violence/gender-based violence.

c. 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.

d. Intensive focus on PODS

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

Critical examination of privilege, power, oppression, and marginalization is central to this 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 and positionalities impact both perpetration and victimization of domestic violence, as well as individual, community, system, and political responses. This course will also examine how

such responses 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, heterosexism, and other forms of oppression and marginalization have interactively shaped societal response (or the lack thereof). It will also examine the grassroots and other innovative efforts to address domestic violence/gender-based violence in the USA and around the globe. Through these ongoing critical analyses, students will be encouraged to explore and propose community, system, and policy approaches that promote social change and social justice.

2. Class Requirements

a. Text and class materials

- Students are not required to purchase any texts or other materials for this course
- All course readings, videos, audio podcasts etc. assigned as part of this course will be made available on (or will be linked from) the course Canvas site
- To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings.
 - Students are expected to read/watch/listen to all required readings/videos/audio podcasts/etc. before coming to class and should be ready to actively discuss and engage them in class activities and assignments.
 - For some class sessions, readings will be divided and assigned to groups of students. Students should come to class ready to lead and facilitate discussion about their assigned readings.
 - For some class sessions, students may be asked to find and/or choose readings or other source materials that they will then present to the class and/or use to complete course assignments.
- Assigned Course readings may change during the course to better match student interests, to respond to current events, etc. Students will be given reasonable notice of any changes via Canvas. The most up to date list of each week's assigned readings can be found in the Canvas site modules.

b. Class schedule

Below is the class schedule. As the semester progresses, it may be necessary to make modifications. Students will be notified via Canvas Announcements if there are any changes to the course schedule. Students will be given as much notice as possible. Each week's Canvas module will have the most up-to-date readings and assignment information.

Date of Class	Topic	Readings (Required unless noted otherwise)
Sept. 3	<ul style="list-style-type: none"> • Introductions • Syllabus • Develop class norms • Introduce/Assign readings etc. for next week 	<ul style="list-style-type: none"> • Getting Started Module on Canvas
Sept. 10	<p>Theoretical Framings</p> <ul style="list-style-type: none"> • Orientalism/Decoloniality • What is “global”? Colonial legacies, settler colonialism, views from “the west” • What is Violence? • What is Gender Violence? 	<ul style="list-style-type: none"> • Watch film: Concerning Violence https://umich.kanopy.com/video/concerning-violence (89 minutes) (CW: violent images) OR Read: Fanon (1961 original publication): chapter 1 - On Violence, in <i>The Wretched of the Earth</i> (pp 1-63). • Watch film: Edward Said on Orientalism https://umich.kanopy.com/video/edward-said-orientalism (41 minutes) OR Read: Said – Orientalism Introduction • Read: Tuck and Yang (2012): <i>Decolonization is Not a Metaphor</i> <p>Read ONE (1) From this List:</p> <ul style="list-style-type: none"> • Lugones (2008): <i>The Coloniality of Gender</i> • Mohanty – <i>Under Western Eyes</i> • Ong – <i>Colonialism and Modernity: Feminist re-presentations of Women in Non-Western Societies</i> • Trask – <i>From A Native Daughter</i> • McDowell & Hernández (2010) - <i>Decolonizing Academia: Intersectionality, Participation, and Accountability in Family Therapy and Counseling</i> <p>Listen:</p> <ul style="list-style-type: none"> • A Better Definition of Violence - Podcast <i>Race Violence Medicine</i> (1-19-20) (17 min)

		<ul style="list-style-type: none"> • Building Consentful Tech Zine • Optional: Watch: The Radical Therapist: Decolonizing Family Therapy (2017) – https://youtu.be/35FEamKBgbk
Sept. 17	<p>Histories of Gender Violence Movements</p> <ul style="list-style-type: none"> • Histories of Women’s Liberation Movement, GBV movements, & critiques and reflections 	<p>REFLECTION #1 Due by 2:00pm</p> <ul style="list-style-type: none"> • Watch film: She's Beautiful When She's Angry - The History of the Women’s Liberation Movement https://umich.kanopy.com/video/shes-beautiful-when-shes-angry-0 (93 minutes) <p>Read:</p> <ul style="list-style-type: none"> • Ake, J., & Arnold, G. (2018). A brief history of anti-violence against women movements. In C. M. Renzetti, J. L. Edleson, & R. K. Bergen (Eds.), Sourcebook on violence against women (3rd ed., Chap. 1, pp. 3-30). Thousand Oaks, CA: Sage. • Basu – Globalization of the Local-Localization of the Global: Mapping Transnational Women’s Movements • Ortiz-Barreda – Worldwide VAW Legislation <p>Choose ONE (1):</p> <ul style="list-style-type: none"> • Angela Davis – VAW and the Ongoing Challenge to Racism • Audre Lorde – Sister Outsider (selections) • Richie, B. E. (2000). A black feminist reflection on the antiviolence movement. Signs. 25(4), 1133-1137. <p>Optional Readings:</p> <ul style="list-style-type: none"> • Smith, C. W. (1988). "The Rule of Thumb," A historic perspective? Focus, Los Angeles County Domestic Violence Council, 1(7). • https://www.womensvote100.org/the-suff-buffs-blog/2020/4/17/how-native-american-women-inspired-the-womens-rights-movement
Sept. 24	<p>NGO Structures, Funding, and Policy issues</p>	<ul style="list-style-type: none"> • Watch: The Vienna Tribunal • Read: The Revolution will not be Funded <ul style="list-style-type: none"> ○ Introduction: the Revolution Will Not Be Funded (pp 1-18) ○ The Political Logic of the Non-Profit Industrial Complex (pp 21-40) • Read ONE (1): The Revolution will not be Funded <ul style="list-style-type: none"> ○ “we were never meant to survive”: Fighting Violence Against Women and the Fourth World War (pp 113-128) ○ Are the Cops in Our Heads and Hearts? (pp 197-214) ○ Non-Profits and the Autonomous Grassroots (pp 215-225) • Read: Libby Wood (2014): Conflict-Related Sexual Violence and the Policy Implications of Recent Research • Read: Mulla – The Violence of Care <ul style="list-style-type: none"> ○ Book Review ○ Conclusion

		<ul style="list-style-type: none"> • Optional: Listen: NPR – Ethan Waters – Crazy Like Us? • Optional to peruse these: <ul style="list-style-type: none"> ○ Ethics Statements & Policies
Oct.1	Expanding notions of Gender Violence: Gender, Reproductive Labor, and the Violence of the Everyday	<ul style="list-style-type: none"> • Watch Film: Maquilapolis: City of Factories https://proxy.lib.umich.edu/login?url=https://video.alexanderstreet.com/watch/maquilapolis-city-of-factories (68 minutes) ○ OPTIONAL – Watch Film: Unnatural Causes: Not Just A Paycheck https://umich.kanopy.com/video/not-just-paycheck (32 minutes) • Watch Film: Las Madres: The Mothers of Plaza de Mayo https://umich.kanopy.com/video/las-madres-de-plaza-de-mayo (64 minutes) • Watch Video: https://www.youtube.com/watch?v=QqKrthJmcN0 <p>Read:</p> <ul style="list-style-type: none"> • Danticat – We are ugly but we are here • Federal Investigation Finds Hospital Violated Patients Rights by Profiling Separating Native Mothers and Newborns (COVID) • Gender based violence and property grabbing in Africa • ZUYA WINYAN WICAYUONIHAN HONORING WARRIOR WOMEN A study on missing & murdered Indigenous women and girls in states impacted by the Keystone XL pipeline • OPTIONAL – Read: https://news.mongabay.com/2020/08/amazon-women-warriors-show-gender-equality-forest-conservation-go-hand-in-hand/?fbclid=IwAR2XSFHc6eflm4R1GRZGiXfDSh2MRwd1ei8VfTheV5RE7eXI9XZa1eXEMBs
Oct. 8	Violence Against & Intimate Partner Violence within LGQBTI+ Communities	<p>Watch:</p> <ul style="list-style-type: none"> • Watch: https://www.bbc.com/news/av/world-53573764 • Watch: Research & Data on Violence Against Two Spirit & Native LGBTQ People: https://www.sovereign-bodies.org/webinars (95 minutes) <p>Choose One:</p> <ul style="list-style-type: none"> • Watch Film: Paper Dolls: A Filipino Trans Community in Israel https://umich.kanopy.com/video/paper-dolls (81 minutes) <p>OR</p> <ul style="list-style-type: none"> • Watch Film: Check It: A Gang of LGBT Youth in Washington D.C. https://umich.kanopy.com/video/check-it (92 minutes) <p>Read Two (2):</p> <ul style="list-style-type: none"> • Gay, Bisexual, and Queer Men’s Attitudes and Understandings of Intimate Partner Violence and Sexual Assault • Intimate Partner Violence between Queer Women Shining a Light on the Second Closet

		<ul style="list-style-type: none"> • Serving queer survivors of intimate partner violence through diversity inclusion and social justice
Oct. 15	#MMIWG – Murdered and Missing Indigenous Women and Girls & Connections to Black Lives Matter	<p>Reflection #2 Due by 2:00pm</p> <ul style="list-style-type: none"> • Listen: The Red Nation Podcast - #MMIWG, land, bodies, & consent w Cheyenne Antonio, Marissa Naranjo, & Melanie Yazzie • Watch: MMIW for Black Lives Matter: https://www.sovereign-bodies.org/webinars (96 min) • Watch: Survivors' Leadership Council: Sex Trafficking, Survival Sex Work, & MMIWG2 Under COVID-19: https://www.sovereign-bodies.org/webinars (80 min) <p>Read: (we will divide the report among groups)</p> <ul style="list-style-type: none"> • Read: I Will See You Again in a Good Way - Progress Report.pdf <p>Optional - Explore:</p> <ul style="list-style-type: none"> • https://www.csvanw.org/ • https://www.sovereign-bodies.org/ • http://therednation.org/ • https://www.strongheartshelpline.org/ • https://www.iwrising.org/
Oct. 22	Femicide and Community Response	<ul style="list-style-type: none"> • Watch Film: Señorita Extraviada: Crimes Against Women in Juarez Mexico https://umich.kanopy.com/video/senorita-extraviada-missing-young-women (77 minutes) • Watch Film: Pink Saris (waiting on link from Library) • Read: Stone & James – Dowry Bride Burning and Female Power in India <p>Choose ONE (1):</p> <ul style="list-style-type: none"> • Grant – Who’s Killing Us • Leach – Canada • Femicide Central America
Oct. 29	Domestic Violence Intervention Programs (working with perpetrators)	<ul style="list-style-type: none"> • The Evolution of Domestic Violence Intervention Policies: Advocacy, research, and Mental Health Perspectives Part One – Interventions in Domestic Violence Podcast (1-23-20) • The Evolution of Domestic Violence Intervention Policies: Advocacy, research, and Mental Health Perspectives Part Two – Interventions in Domestic Violence Podcast (4-17-20) • Pick one of 5 regional lit reviews (will assign in class) <ul style="list-style-type: none"> ○ Africa.DV_.Programs ○ LatinAmerica.DV_.Programs ○ SouthAsia-MiddleEast.DV_.Programs ○ UK.DV_.Programs ○ US.Canada.DV_.Programs

<p>Nov. 5</p>	<p>Gender Violence, the Police, and the Carceral State</p>	<ul style="list-style-type: none"> • Watch Film: Domestic Violence: Law and Order in Tampa, Florida https://umich.kanopy.com/video/domestic-violence-1 (196 minutes) <p>Watch/Listen to ONE (1):</p> <ul style="list-style-type: none"> • Watch Film: Rape Myths on Trial https://umich.kanopy.com/video/rape-myths-trial (58 minutes) • Watch Film: Defending Our Lives https://www.youtube.com/watch?v=KHV0B9OJvkk • Listen: Listen: The Oldest Profession Podcast - International Day To End Violence Against Sex Workers <p>Read:</p> <ul style="list-style-type: none"> • Southall Black Sisters – Two Struggles Challenging Male Violence and the Police • Alcalde – Institutional Resources (Un)Available • Goodmark, L. (2018). Innovative criminal justice responses to intimate partner violence. In C. M. Renzetti, J. L. Edleson, & R. K. Bergen (Eds.), Sourcebook on violence against women (3rd ed., Chap. 11, pp. 257-280). Thousand Oaks, CA: Sage. <p>Choose ONE (1):</p> <ul style="list-style-type: none"> • DeLeon-Granados, W., Wells, W., & Binsbacher, R. (2006). Arresting developments: Trends in female arrests for domestic violence and proposed explanations. <i>Violence Against Women</i>, 12(4), 355-371. • Eng, P. (2003). <i>Safety & justice for all: Examining the relationship between the women's anti-violence movement and the criminal legal system</i>. New York: Ms. Foundation. • Zelcer, A. M. (2014). Battling domestic violence: Replacing mandatory arrest laws with a trifecta of preferential arrest, officer education, and batterer treatment programs. <i>American Criminal Law Review</i> Spring 2014: 541-561.
<p>Nov. 12</p>	<p>Alternatives to the Police, and the Carceral State</p>	<ul style="list-style-type: none"> • Watch Film: Circles: Restorative Justice at Work https://umich.kanopy.com/video/circles-0 (59 minutes) • Restorative-justice-and-violence-against-women (Book - we will assign chapters based on student interest) • The Revolution Starts at Home Confronting Partner Abuse in Activist Communities by Ching-In Chen, Dulani, Leah Lakshmi Piepzna-Samarasinha (eds.) (Book - we will assign chapters based on student interest) • OPTIONAL: Watch Film: Visions Of Abolition: - From Critical Resistance To A New Way of Life Part 1 & Part 2 https://umich.kanopy.com/video/visions-abolition-critical-resistance-new-way-life (44 minutes)

Nov. 19	Global Approaches to Social Change for Gender Violence Prevention	<ul style="list-style-type: none"> • Watch Film: Breaking our Silence: Gloucester Men Speak Out Against Domestic Abuse https://umich.kanopy.com/video/breaking-our-silence-gloucester-men-speak-out-against-domestic-abuse (10 minutes) • Listen: The Radical Therapist #054 – The Problem isn't "Traditional Masculinity," and #Metoo For Men w/ Mark Greene <p>Read:</p> <ul style="list-style-type: none"> • Sokoloff Natalie- The Intersectional Paradigm and Alternative Visions to Stopping Domestic Violence • ElsbergM_2015_PreventionVAWG_WhatDoestheEvidence Say_Lancet <p>Read TWO (2):</p> <ul style="list-style-type: none"> • Abandoning FGC in Sub-Saharan Africa • Gracia_2016_IPV_theNordicParadox • Levinson, D. (1987). Societies without family violence. In D. Levinson, (1987), Cross-cultural perspective. Newbury Park, CA: Sage. • Men's attitudes towards wife beating in Ethiopia • Berry, Chávez Argüelles, Cordis, Ihmoud, Velásquez Estrada (2017), TOWARD A FUGITIVE ANTHROPOLOGY: Gender, Race, and Violence in the Field • Transforming power in relationships in S Asia • Yoshihama_etal_2012_IPVPreventionInAnAsianImmigrantCommunity_VAW
Nov. 26	• NO CLASS – THANKSGIVING RECESS	
Dec. 3	• Mini-Presentations of final assignment (5 minute lightning talks)	<ul style="list-style-type: none"> • Format: 5 lightning talks (25 min), discussion (10 min); 5 lightning talks (25 min), discussion (10 min); 15 min break; 5 lightning talks (25 min), discussion (10 min); 5 lightning talks (25 min), discussion (10 min)
Dec. 10	• NO CLASS – EXAM/PAPER PERIOD Dec. 9-15	<ul style="list-style-type: none"> • Final Paper/Project Due Thursday, December 10th by 11:59pm eastern • Personal Reflection #2 Due Thursday, December 10th by 11:59pm eastern

c. Assignments

Assignment	% of Total Course Grade	Due Date

Daily Participation/In Class Groupwork & Discussion (4% per class x10) (one “free” unexcused absence, or will drop lowest participation score) Must fill out daily participation self-evaluation	40	Ongoing throughout semester If you miss class beyond the one freebie (whether excused or unexcused) and you want to earn participation credit, we will need to discuss an appropriate make-up activity depending on the day’s in-class activities)
Personal Reflection #1	5	Sept. 17, 2:00pm
Personal Reflection #2	5	Oct. 15, 2:00pm
Lightning talk	10	Dec. 3, In Class
Final Paper/Project	35	Dec. 10, 11:59pm
Personal Reflection #3	5	Dec. 10, 11:59pm

Students will find detailed descriptions and instructions for assignments on Canvas, and all assignments will be discussed/explained in class.

Students will have the opportunity to design their final paper/project in accordance with course expectations with the supervision and approval of the instructor. The expectation is that students will choose a topic and format that best allows them to develop professional Social Work skills relevant to the course and the student’s future career goals.

d. Attendance and class participation

Participation is a significant part of this class, and students are expected to attend class via live Zoom sessions. If a student is unable to attend a live Zoom session, they should communicate with the instructor as early as possible to discuss alternative ways to participate in class. Students are expected to be on time to class and should be logged into Zoom and ready to begin by 2:00pm eastern.

Participation will constitute 40% of the students’ course grade (4% per class x10 class meetings (weeks 2-12) – students will have one “free” unexcused absence, or, if students attend all class sessions, I will drop their lowest daily participation score. At the end of each class, students are required to fill out a short daily participation self-evaluation on Canvas. If a student misses class beyond the one freebie (whether excused or unexcused) and wants to earn participation credit, they need to contact the instructor to discuss an appropriate make-up activity depending on the day’s in-class activities.

Students can find the MSW Student Guide’s [Policy on Class Attendance](#) at the link.

e. Grading

Students are encouraged to review the MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#).

Students will be graded in accordance with the guidelines set out in each assignment. Students are expected to turn assignments in on time, however, late assignments may be accepted on a case-by-case basis. If a student has a situation that will cause them to turn in an assignment late, they should communicate with the instructor as early as possible to discuss an acceptable solution.

Grading Scale					Course Grades:		
98-100	A+	83-86	B	70-72	C-	Reflections (3)	15%
93-97	A	80-82	B-	67-69	D+	In-Class Participation	40%
90-92	A-	77-79	C+	63-66	D	Final Paper/Project	35%
87-89	B+	73-76	C	60-62	D-	Lightning Talk	10%

Grades of A are given for exceptional individual performance and mastery of the material. The use of A+, A, and A– distinguishes degrees of superior mastery. B grades are given to students who demonstrate mastery of the material: B+ is used for students who perform just above the mastery level but not in an exceptional manner; B– is used for students just below the mastery level. C grades are given when mastery of the material is minimal. A C– is the lowest grade which carries credit. D grades indicate deficiency and carry no credit. E grades indicate failure and carry no credit.

f. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

g. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#). If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

h. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*

- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*