1. Course Statement
   a. Course Description
      This course will examine theories, social policies, institutional responses, 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 and 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 Content
      In this course, we will undertake an analysis of gender-based violence as a system of oppression and control shaped by, and simultaneously reinforcing, hierarchies of power that are gendered, racialized, and classed and maintained through sociocultural, economic, and political forces, across time and place. Throughout the course, we will analyze the intersectional influence of individuals’ and communities’ positionalities—social locations/groupings (e.g., gender, race, class, religion/faith, sexual orientation, immigration status, dis/ability)—on their experiences of gender-based violence.

      We will begin with an examination of the root causes and scope of the problem and various theoretical, ideological, and political perspectives on gender-based violence. We will examine how gender-based violence get defined and classified and by whom, as well as how historical and contemporary societal responses to this problem are developed and/or institutionalized and by whom. And importantly, we will explore alternative approaches to address gender-based violence.

      For example, we will examine the following questions:

      - What sociocultural and structural forces support domestic violence and other forms of gender-based violence?
• What ideologies and assumptions underlie societal responses (or a lack thereof) to gender-based violence and domestic violence?
• In what ways have sexism, racism, classism, heterosexism, ableism, and xenophobia shaped the development of current policies, services, and other responses to domestic violence domestically and globally? Who/what controls this flow of ideas and social and economic capital?
• How effective are local, state, national, and international measures to end domestic violence and other forms of gender-based violence? What are promising alternatives to ineffective or otherwise problematic measures?

The course will emphasize the role of social work and social workers in advocacy and social change efforts in diverse communities in the USA and globally. 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, and encourages a critical and intersectional approach to theory and praxis. Students are encouraged to take action, applying what they have learned from this and other courses to actions aimed at ending gender-based violence and other social violence and oppressions.

c. 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, policy, and practice/intervention approaches on the issues of domestic violence and gender-based violence.
2. Demonstrate understanding of the structural, historical, political, and sociocultural forces that contribute to and/or sustain gender-based violence, and domestic violence in particular.
3. Identify the impacts of sexism, racism, classism, heterosexism, xenophobia, ableism, and other forms of oppression on societal responses to domestic violence and other forms of gender-based and social violence.
4. Recognize the underlying theories and ideologies and the strengths and limitations of current societal responses to domestic violence and other forms of gender-based violence in the USA and globally, and begin to formulate alternative approaches.
5. Demonstrate knowledge and skills in community assessment and policy analysis and in formulating community, system and policy responses to end domestic violence/gender-based violence in diverse communities in the USA and globally.
6. Apply the ethical principles of social work (and related professions) to address the issues of domestic violence and other forms of gender-based violence at micro, mezzo, and macro levels.

d. 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, group discussions, didactic lectures, videos, role-playing, guest speakers, reflective writings, and community projects.

e. Intensive Focus on Privilege, Oppression, Diversity and Social Justice (PODS)
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 positionalties 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, immigrants, refugees, LGBTQ+ individuals, and other marginalized groups. 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
All readings and resources are available on CANVAS or through other electronic access. Students are expected to complete all required readings before the class period to which they are assigned. Most classes depend on prior reading, rather than repeating material that is in the reading during the class session.

b. Class Schedule
This course meets in-person with some asynchronous materials and activities.

<table>
<thead>
<tr>
<th>Part</th>
<th>Topic</th>
<th>Readings, videos, and other asynchronous activities &lt;Assignments&gt;</th>
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<tbody>
<tr>
<td>1</td>
<td>1/6</td>
<td>Introductions; Domestic Violence – Overview</td>
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<tr>
<td></td>
<td>online</td>
<td>Watch video, Power and Control</td>
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<tr>
<td></td>
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<td>Required Readings:</td>
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<tr>
<td></td>
<td></td>
<td>- Domestic Abuse Intervention Project. Power and Control Wheel.</td>
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<tr>
<td></td>
<td></td>
<td><a href="http://www.theduluthmodel.org/pdf/PowerandControl.pdf">http://www.theduluthmodel.org/pdf/PowerandControl.pdf</a></td>
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<tr>
<td>2</td>
<td>1/13</td>
<td>Definitions &amp; Dynamics</td>
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<td></td>
<td></td>
<td>Required Readings:</td>
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<td></td>
<td></td>
<td>Resources (Referenced in Class &amp; Recommended for Further Reading):</td>
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<tr>
<td>3</td>
<td>1/20</td>
<td>Critical Analysis - Theories</td>
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<td></td>
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<td>Required Readings:</td>
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<tr>
<td>4</td>
<td>1/27</td>
<td>Critical Analysis - Research</td>
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<td>Required Readings:</td>
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<td>Resources (Referenced in Class &amp; Recommended for Further Reading):</td>
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<td></td>
<td></td>
<td>Jewkes, R., Fulu, E., Naved, R. T., Chirwa, E., Dunkle, K., Haardorfer, R., &amp; Garcia-Moreno, C. Women’s and men’s reports of past-year prevalence of intimate partner violence and rape and women’s risk factors for intimate partner violence: A multicountry cross-sectional study in Asia and the Pacific. <em>PLOS MEDICINE, 14</em>(9), e1002381.</td>
</tr>
<tr>
<td>5</td>
<td>2/3</td>
<td>Critical Analysis - Root Causes &amp; Consequences</td>
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<td>Video: link to be provided later</td>
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<td>Required Readings:</td>
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<td></td>
<td>Resources (Referenced in Class &amp; Recommended for Further Reading):</td>
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</table>
status on women’s experiences of domestic violence. Trauma, Violence, & Abuse, 5(4), 318-332.


- Resources (Referenced in Class & Recommended for Further Reading):
  - 16 Days of Activism Against Violence Against Women. http://16dayscwgl.rutgers.edu/

Part II. Critical Analysis of Global, National & Local Responses

6 2/10 Global Movements: Human Rights & Development

 Required Readings:


Resources (Referenced in Class & Recommended for Further Reading):

- 16 Days of Activism Against Violence Against Women. http://16dayscwgl.rutgers.edu/

7 2/17 Trafficking

Guest speaker: Michelle L. Munro-Kramer, PhD, CNM, FNP-BC, Assistant Professor, UM School of Nursing

Assigned readings:
<table>
<thead>
<tr>
<th>8</th>
<th>2/24</th>
<th>Health Care</th>
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<tbody>
<tr>
<td></td>
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<td><strong>Guest speaker:</strong> Dr. Vijay Singh, Clinical Assistant Professor, Departments of Internal Medicine, Family Medicine and Emergency Medicine, UM Medical School</td>
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<td><strong>Assigned readings:</strong></td>
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<td><strong>Resources/additional readings:</strong></td>
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<tr>
<th>9</th>
<th>3/10</th>
<th>What works: Evidence and paradox</th>
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<td><strong>Required Readings:</strong></td>
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<td><strong>Resources (Referenced in Class &amp; Recommended for Further Reading):</strong></td>
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</tbody>
</table>


| 10 - 13 | 3/17 3/24 3/31 4/7 | Policy, system, and community responses | Suggested readings and resources are available upon request |

| 14 | 4/14 | Global response | < Final Project: In-class presentation (online or in-person)> |

| 4/16 | | | <Final Project due> |

C. Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>How to submit/where</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>1 Community Organizing Project &amp; Written Paper</td>
<td>2/26/22</td>
<td>Submit a) a paper and b) presentation materials via CANVAS Assignment Page</td>
<td>35</td>
</tr>
<tr>
<td>2 Group Project: Presentation &amp; Discussion</td>
<td>Session 10-13</td>
<td>• Submit presentation materials (e.g., PPT, handout) via CANVAS Assignment Page by 1:30pm on the day of presentation</td>
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<td>• Make an in-class presentation</td>
<td></td>
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<tr>
<td>3 Final Project</td>
<td>4/14/22 4/16/22</td>
<td>• Make an in-class presentation on 4/14/22</td>
<td>25</td>
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<tr>
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<td>• Submit a paper via CANVAS Assignment Page by 11:59pm on 4/16/22</td>
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<tr>
<td>4. Attendance and Participation</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>15</td>
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</table>

INSTRUCTIONS FOR ASSIGNMENTS

The following are descriptions of each assignment. Please note that some changes and tweaks might be made in response to the flow of the class and learning processes and needs. When changes are necessary, I will alert you as soon as possible in-class and/or via Canvas announcement, and, when necessary, we will have a discussion about the impact of the change.

1. Community Organizing Project & Written Paper (6-8 pages)
   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:
   1-1. You will **organize a group meeting** to discuss domestic violence with friends, classmates, family members, co-workers, and/or other individuals
   1-2. **Write a paper** (6-8 pages) that addresses the following:
       A. 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

B. Implementation (1-2 pages)
• Who attended & who did not? What factors affected their participation?
• How did they participate:
  o Verbal and nonverbal behavior
  o The group dynamics
  o The perceived effects of the participants’ and your backgrounds/positionalities on the group process
  o The challenges you faced and how you addressed them

C. 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?
• How did you assess whether you accomplished the goals and objectives?
• 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?

D. Reflection about your learning (1-2 page)
  ▪ Lessons learned: Summary of what you learned about yourself, others, 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., URLs of 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.

2. Group Project: In-Class Presentation & Discussion
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 identify ideologies, values, and theories that underlie specific social response to gender-based violence.
  ▪ To analyze the effectiveness of local, state, national, and international measures to end domestic violence and other forms of gender-based violence.
  ▪ To formulate alternative/innovative approaches to addressing/ending domestic violence.
  ▪ To strengthen (and demonstrate) your ability to clearly and effectively present your ideas.
• To engage classmates and invited guests in an ongoing discussion about social response and alternative strategies to address gender-based violence! In other words, the presentation is not merely summarizing the readings.

Assignment Details:
In this assignment, your group will make a presentation about social responses to domestic violence in the following domains:

A. Criminal legal system
B. (Healthcare system)
C. Welfare system
D. Child welfare system
E. Immigration policies
F. Community education, engagement, mobilization, and organizing
G. Interventions for women/survivors: socio-economic empowerment
H. (Interventions for perpetrators)

Specific domains and presentation lengths are subject to modification due to class size and other logistical issues.

The presentation will address the following:
A. Critical analysis of the policy/strategy currently/recently implemented
   • A brief description of the policy/strategy of your choice and its goals and target population(s)
   • Background (e.g., the nature and scope of the problem the policy/strategy intended to address, socio-historical-political conditions)
   • Underlying assumptions, values, and theories
   • Strengths and limitations of the policy/strategy

B. Your group’s proposed alternative policy/strategy:
   • A description of your proposal – can be brief but be SPECIFIC and CONCRETE.
   • Rationales (e.g., theoretical and empirical base) for your proposal
   • Analysis of the strengths and limitations of your proposal, including potential unintended consequences, as well as anticipated barriers an how to overcome them.
   • Social work values that guided the development of your proposal.

Note:
❖ Suggested readings and resources will be provided. The group is encouraged to conduct further research.
❖ Pay attention to:
   • The goals, underlying values and assumptions, and strengths and limitations of the framework/policy/practice approaches presented;
   • The impact of the framework/policy/practice approaches presented, including intended and unintended consequences;
   • Issues of PODS (privilege, oppression, diversity, and social justice), especially intersections of oppression and privilege;
   • Ways to encourage the audience’s participation, reflection, and/or critical analysis.
   • The same grade will be assigned for both/all students in the group.
❖ Remember to:
   • Upload the presentation material (e.g., PPT) onto CANVAS prior to the class.
   • Invite guests (e.g., classmates, co-workers, supervisors, faculty, staff, friends, family) to your presentation in an ongoing effort to reach and involve

3. Final Project
Each student will select one country or region and research a specific prevention or intervention approach (e.g., policy, institutional response, community initiative) addressing domestic violence, and:

3-1. Prepare a presentation with 4 slides, which address the following:
   1) Background on domestic violence in that country/region (e.g., the nature and scope of the problem, relevant socio-historical-political conditions)
   2) Description of the prevention or intervention approach
   3) Strengths and limitations of the policy/strategy, paying attention to their underlying values, ideologies, assumptions
   4) Proposals/ideas for strengthening the prevention or intervention approach

3-2. Make a 4-min. presentation in class.
3-3. Write and submit a paper summarizing your presentation (3-4 pages).

4. Attendance, Class Participation & Reflection Papers
You need to come to class well-prepared, which means doing all the assigned readings and learning activities before the class. You are expected to actively participate in class discussions, small group discussions and various in-class exercises.

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

Guidelines for 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, single- or double-spaced, and saved as a Word document unless otherwise indicated.
- Page number on each page.
- Be submitted via CANVAS unless otherwise indicated.
- Be submitted on/before the due date/time; late papers will result in the deduction of 1/2 a letter grade.
- Follow APA formatting, an established academic convention for organization, pagination, footnoting, and bibliographic references. Review the MLibrary APA Citation Guide as needed. The Purdue Owl website is another helpful resource for assistance with APA formatting. Papers that do not comply with an established convention will be returned, and a penalty for late submission will apply.
- Make sure you are citing others’ work appropriately and not committing plagiarism. More information on academic integrity policies can be found in the MSW Student Guide.
- Contact SSW Writing Assistance, if/as needed: https://sites.google.com/umich.edu/sswwritinghelp/home

Grading
We will be using a mastery-based, not a competitive, grading system. In other words, the grade you get will not depend on how well others in the class have done but on how well you have mastered the materials.

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.

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.

Please review the MSW Student Guide for policies on grades and grievance procedures.

Accommodations
If you are in need of any accommodations for a disability or condition that may interfere with your participation in this course, please let me know as soon as possible. Any information you provide about a disability and/or accommodation is private and confidential and will be treated as such. For more
information and resources, please contact the Office of Services for Students with Disabilities (OSSD, http://ssd.umich.edu/) at (734) 763-3000 / ssdoffice@umich.edu.

f. Attendance and Class Participation
This class involves a wide range of experiential learning exercises, 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 will require submitting a written report at the end of the class.

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. 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 is practically possible. Please review Policy on Class Attendance found in the MSW Student Guide.

Use of electronic devices: You are expected to be engaged and participating in class activities. Students are asked to turn off cell phones during class sessions. If you are utilizing an electronic device (e.g., a laptop computer), it is assumed that it is relevant to the class content and process. If not, the instructor reserves the right to request that the student not use a laptop during class.

A note on scholarly discourse: What we will discuss in 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, which may conflict with our own.

g. 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.

h. COVID-19 Pandemic
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. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including properly wearing a face covering in class and compliance with the University COVID-19 Vaccination Policy. Other applicable and additional safety measures may be described in the Campus Maize & Blueprint. Your ability to participate in this course 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, and those seeking an exemption related to the vaccination requirement should submit an exemption request through WolverineAccess. Please review the Statement of Student Rights
and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

i. 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 to the extent possible. Please notify me by email about your absence as soon as practical, so that I can make accommodations.

j. Academic Integrity
We adhere to high standards of academic integrity. The Library Research Guide on Academic Integrity in Social Work is available at http://guides.lib.umich.edu/swintegrity. Plagiarism is prohibited in any academic writing at the University of Michigan. 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. More information on academic integrity policies can be found in the MSW Student Guide. 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).

k. Self and Group Care
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 activities, and other means. I hope we can create a mutually supportive learning environment for all of us in the class.

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
Recommended Readings for Group Project Session 10-13

A. Criminal Legal System


Additional Resources


C. Welfare System

D. Child Welfare System


Additional Resources


E. Immigration and Immigration Policies


Additional Resources


F. Community education, engagement, mobilization, and organizing

- Jewkes, R., Flood, M., & Lang, J. (2015). From work with men and boys to changes of social norms and


G. Intervention for women/survivors - socio-economic empowerment


