



<b>Course title</b>	Gender-Based Violence: Community, System, and Policy Responses in the Global Context	
<b>Course #/term</b>	SW758-1, Winter 2023	
<b>Time/Location</b>	Thursdays, 2pm-5pm, 1636 SSWB	
<b>Credit hours</b>	3	
<b>Prerequisites</b>	None	
<b>Instructor</b>	Dr. Mieko Yoshihama	
<b>Pronouns</b>	She, her	
<b>Contact info</b>	<b>Email:</b> miekoy@umich.edu	<b>Phone:</b> 734-647-6255
<b>Office</b>	TBA	
<b>Office hours</b>	By appointment; send an email to schedule	

## 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 gets 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 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, 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. Class activities will build on pre-class reading and video-viewing, rather than repeating/summarizing them.

### b. Class Schedule

The course format is Hybrid with most sessions meeting in-person while others online (denoted in the second column below). Please note that some changes may occur depending on the pandemic risk levels, guest speakers' schedules, how the course is progressing, and other course-related factors. You will be notified of the changes as soon as possible.

There will be various asynchronous activities before and after class in most weeks.

		Topic	Readings, videos, and other asynchronous activities <Assignments>
<b>Part I. Analysis of Intersections of Oppression &amp; Privilege through Critical Structural Lenses</b>			
1	1/5	Introductions; Domestic Violence – Overview	<p><b>Watch video, Power and Control:</b>  <a href="https://www.kanopy.com/en/umich/watch/video/150095">https://www.kanopy.com/en/umich/watch/video/150095</a></p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>❑ Domestic Abuse Intervention Project. <i>Power and Control Wheel</i>.  <a href="http://www.theduluthmodel.org/pdf/PowerandControl.pdf">http://www.theduluthmodel.org/pdf/PowerandControl.pdf</a></li> <li>❑ Ake, J., &amp; Arnold, G. (2018). A brief history of anti-violence against women movements. In C. M. Renzetti, J. L. Edleson, &amp; R. K. Bergen (Eds.), <i>Sourcebook on violence against women</i> (3rd ed., Chap. 1, pp. 3-30). Sage.</li> </ul> <p><b>Resources (Referenced in Class &amp; Recommended for Further Reading):</b></p> <ul style="list-style-type: none"> <li>❑ Smith, C. W. (1988). "The Rule of Thumb," <i>A historic perspective? Focus, Los Angeles County Domestic Violence Council, 1</i>(7).</li> </ul>
2	1/12	Definitions & Dynamics	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>❑ Durfee, A. (2018). <i>Intimate partner violence</i>. In C. M. Renzetti, J. L. Edleson, &amp; R. K. Bergen (Eds.), <i>Sourcebook on violence against women</i> (3rd ed., pp. 109-142). Sage.</li> <li>❑ National Center on Domestic &amp; Sexual Violence. "Wheels" adapted from the Power and Control Wheel Model. <a href="http://www.ncdsv.org/publications_wheel.html">http://www.ncdsv.org/publications_wheel.html</a></li> <li>❑ Asian and Pacific Islander Institute on Domestic Violence (currently, Asian Pacific Institute on Gender-Based Violence). (2002, June). <i>Violence against women: A lifetime spiral</i>. <a href="https://www.api-gbv.org/about-gbv/our-analysis/lifetime-spiral/">https://www.api-gbv.org/about-gbv/our-analysis/lifetime-spiral/</a></li> </ul> <p><b>Resources (Referenced in Class &amp; Recommended for Further Reading):</b></p> <ul style="list-style-type: none"> <li>❑ Asian and Pacific Islander Institute on Domestic Violence (currently, Asian Pacific Institute on Gender-Based Violence). (2002, June). <i>Coiled Spring of Violence</i>. Asian and Pacific Islander Institute on Domestic Violence.</li> <li>❑ Yoshihama, M. (2005). <i>A spider web in the patriarchal clan system: Tactics of intimate partners in the Japanese socio-cultural context</i>. <i>Violence Against Women, 11</i>, 1236-1262.</li> <li>❑ Henry, N., Flynn, A., &amp; Powell, A. (2020). Technology-facilitated domestic and sexual violence: A review. <i>Violence Against Women, 26</i>(15-16), 1828-1854.  <a href="https://doi.org/10.1177/1077801219875821">https://doi.org/10.1177/1077801219875821</a></li> <li>❑ Hamberger, L. K., Larsen, S. E., &amp; Lehrner, A. (2017). Coercive control in intimate partner violence. <i>Aggression and Violent Behavior, 37</i>, 1-11.</li> <li>❑ Kaufman, M. (1999, October). <i>The seven P's of men's violence</i>.  <a href="http://www.michaelkaufman.com/wp-content/uploads/2009/01/kaufman-7-ps-of-mens-violence.pdf">http://www.michaelkaufman.com/wp-content/uploads/2009/01/kaufman-7-ps-of-mens-violence.pdf</a></li> <li>❑ Namy, S., Carlson, C., O'Hara, K., Nakuti, J., Bukuluki, P., Lwanyaaga, J., . . . Michau, L. (2017). Towards a feminist understanding of intersecting violence against women and children in the family. <i>Social Science &amp; Medicine, 184</i>, 40-48.</li> </ul>

3	1/19	Critical Analysis - Theories	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>❑ Jasinski, J.L. (2001). Theoretical explanations for violence against women (Chap. 1, pp. 5-22). In C.M. Renzetti, J.L. Edleson, &amp; R. Kennedy Bergen (Eds.), <i>Sourcebook on violence against women</i> Sage.</li> <li>❑ Lawson, J. (2012). Sociological theories of intimate partner violence. <i>Journal of Human Behavior Lawson in the Social Environment</i>, 22(5), 572-590.</li> </ul> <p><b>Resources (Referenced in Class &amp; Recommended for Further Reading):</b></p> <ul style="list-style-type: none"> <li>❑ Atkinson, M., Greenstein, T., &amp; Lang, M. (2005). For women, breadwinning can be dangerous: Gendered resource theory and wife abuse. <i>Journal of Marriage and Family</i>, 37(5), 1137-1148.</li> <li>❑ Rose, E. (2015). A feminist reconceptualisation of intimate partner violence against women: A crime against humanity and a state crime. <i>Women's Studies International Forum</i>, 53, 31-42.</li> </ul>
4	1/26 online	Critical Analysis - Research	<p><b>Video: Looking Back. Pushing Forward: Three Decades in the Fight Against Domestic Violence</b> <a href="https://www.youtube.com/watch?v=y22MHMFMI3U">https://www.youtube.com/watch?v=y22MHMFMI3U</a></p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>❑ World Health Organization. (2018). <i>Violence against women prevalence estimates, 2018</i>, Executive summary. <a href="https://www.who.int/publications/i/item/9789240026681">https://www.who.int/publications/i/item/9789240026681</a>. Also see <a href="https://srhr.org/vaw-data/map">https://srhr.org/vaw-data/map</a>.</li> <li>❑ Catalano, S. M. (2012, November; Revised September 29, 2015). Intimate partner violence, 1993-2010. U.S. Department of Justice. <a href="https://www.bjs.gov/content/pub/pdf/ipv9310.pdf">https://www.bjs.gov/content/pub/pdf/ipv9310.pdf</a></li> <li>❑ Smith, S. G., Zhang, X., Basile, K. C., Merrick, M. T., Wang, J., Kresnow, M., &amp; Chen, J. (2018, November). <i>The National Intimate Partner and Sexual Violence Survey: 2015 data brief – updated release</i>. Centers for Disease Control and Prevention, National Center for Injury Prevention and Control. Division of Violence Prevention. <a href="https://stacks.cdc.gov/view/cdc/60893">https://stacks.cdc.gov/view/cdc/60893</a></li> </ul> <p><b>Resources (Referenced in Class &amp; Recommended for Further Reading):</b></p> <ul style="list-style-type: none"> <li>❑ Petrosky, E., Blair, J. M., Betz, C. J., Fowler, K. A., Jack, S. P. D., &amp; Lyons, B. H. (2017). Racial and ethnic differences in homicides of adult women and the role of intimate partner violence - United States, 2003-2014. <i>MMWR. Morbidity and mortality weekly report</i>, 66(28), 741-746.</li> <li>❑ Hester, M., &amp; Donovan, C. (2009). Researching domestic violence in same-sex relationships—A feminist epistemological approach to survey development.</li> <li>❑ Stark, L., &amp; Ager, A. (2011). A systematic review of prevalence studies of gender-based violence in complex emergencies. <i>Trauma, Violence, &amp; Abuse</i>, 12(3), 127-134.</li> <li>❑ Heise, L. L., &amp; Kotsadam, A. (2015). Cross-national and multilevel correlates of partner violence: An analysis of data from population-based surveys. <i>The Lancet Global Health</i>, 3(6), e332-e340.</li> <li>❑ 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. <i>PLOS MEDICINE</i>, 14(9), e1002381.</li> <li>❑ Bonistall Postel, E. J. (2017). Violence against international students: A critical gap in the literature. <i>Trauma, Violence, &amp; Abuse</i>, 21(1), 71-82.</li> <li>❑ García-Cuéllar, M. M., Pastor-Moreno, G., Ruiz-Pérez, I., &amp; Henares-Montiel, J. (2023). The prevalence of intimate partner violence against women with disabilities: a systematic review of the literature. <i>Disability and Rehabilitation</i>, 45(1), 1-8. <a href="https://doi.org/10.1080/09638288.2022.2025927">https://doi.org/10.1080/09638288.2022.2025927</a></li> <li>❑ Breiding, M. J., &amp; Armour, B. S. (2015). The association between disability and intimate partner violence in the United States. <i>Annals of Epidemiology</i>, 25(6), 455-457. <a href="https://doi.org/https://doi.org/10.1016/j.annepidem.2015.03.017">https://doi.org/https://doi.org/10.1016/j.annepidem.2015.03.017</a></li> </ul>
5	2/2 online	Critical Analysis - Root Causes & Consequences in the Socio-Political Context I	<p><b>Assigned Readings:</b></p> <ol style="list-style-type: none"> <li>1. Levinson, D. (1987). <i>Societies without family violence</i>. In D. Levinson, (1987), <i>Cross-cultural perspective</i>. Sage.</li> <li>2. Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. <i>Stanford Law Review</i>, 43, 1241-1299.</li> <li>3. Davis, A. (2000). The color of violence against women. <i>Colorlines: Race, Culture, Action</i>,</li> </ol>

			<p>3(3).</p> <p>4. Richie, B. E. (2000). A black feminist reflection on the antiviolence movement. <i>Signs</i>, 25(4), 1133-1137.</p> <p>5. Mays, J. M. (2006). Feminist disability theory: domestic violence against women with a disability. <i>Disability &amp; Society</i>, 21(2), 147-158.</p> <p>6. Conwill, W. L. (2007). Neoliberal policy as structural violence: Its links to domestic violence in US Black communities. In N. Gunewardena &amp; A. Kingsolver (Eds.), <i>The gender of globalization: Women navigating cultural and economic marginalities</i> (pp. 127–146). School for Advanced Research.</p> <p>7. Runner, M., Yoshihama, M., &amp; Novick, S. and Family Violence Prevention Fund. (2009). Intimate partner violence in immigrant and refugee communities: Challenges, promising practices and recommendations. Robert Wood Johnson Foundation. <a href="https://www.rwjf.org/en/library/research/2009/03/intimate-partner-violence-in-immigrant-and-refugee-communities.html">https://www.rwjf.org/en/library/research/2009/03/intimate-partner-violence-in-immigrant-and-refugee-communities.html</a></p> <p>8. Cramer, E. P., &amp; Plummer, S.-B. (2009). People of color with disabilities: Intersectionality as a framework for analyzing intimate partner violence in social, historical, and political contexts. <i>Journal of Aggression, Maltreatment &amp; Trauma</i>, 18(2), 162-181. <a href="https://doi.org/10.1080/10926770802675635">https://doi.org/10.1080/10926770802675635</a></p> <p>9. Whitfield, D. L., Coulter, R. W. S., Langenderfer-Magruder, L., &amp; Jacobson, D. (2018). Experiences of intimate partner violence among lesbian, gay, bisexual, and transgender college students: The intersection of gender, race, and sexual orientation. <i>Journal of Interpersonal Violence</i>, 36(11-12), NP6040-NP6064. <a href="https://doi.org/10.1177/0886260518812071">https://doi.org/10.1177/0886260518812071</a></p> <p>10. Sabri, B., Nnawulezi, N., Njie-Carr, V. P. S., Messing, J., Ward-Lasher, A., Alvarez, C., &amp; Campbell, J. C. (2018). Multilevel risk and protective factors for intimate partner violence among African, Asian, and Latina immigrant and refugee women: Perceptions of effective safety planning interventions. <i>Race and Social Problems</i>, 10(4), 348-365. <a href="https://doi.org/10.1007/s12552-018-9247-z">https://doi.org/10.1007/s12552-018-9247-z</a></p> <p>11. Echo-Hawk, A., Dominguez, A., &amp; Echo-Hawk, L. (2019). <i>MMIWG: We demand more</i>. <a href="https://www.uihi.org/download/mmiwg-we-demand-more/?wpdmdl=15826&amp;refresh=5fe4c16be15ff1608827243">https://www.uihi.org/download/mmiwg-we-demand-more/?wpdmdl=15826&amp;refresh=5fe4c16be15ff1608827243</a></p> <p><b>Resources (Referenced in Class &amp; Recommended for Further Reading): TBA</b></p>
<b>Part II. Critical Analysis of Global, National &amp; Local Responses</b>			
6	2/9	Global Movements: Human Rights & Development	<p><b>Video:</b> Vienna Tribunal <a href="https://umich.kanopy.com/video/vienna-tribunal">https://umich.kanopy.com/video/vienna-tribunal</a></p> <p><b>Required Readings:</b></p> <p>❑ Bunch, C., &amp; Reilly, N. (1994). <i>Demanding accountability: The global campaign and Vienna Tribunal for Women's Human Rights</i>. UNIFEM. Chapters 1, 2, 3.</p> <p>12. UN Women &amp; United Nations Department of Economic and Social Affairs, Statistics Division. (2022). <i>Progress on the Sustainable Development Goals: The gender snapshot 2022</i>. United Nations. <a href="https://www.unwomen.org/en/digital-library/publications/2022/09/progress-on-the-sustainable-development-goals-the-gender-snapshot-2022">https://www.unwomen.org/en/digital-library/publications/2022/09/progress-on-the-sustainable-development-goals-the-gender-snapshot-2022</a></p> <p>13. Ortiz-Barreda, G., Vives-Cases, C., &amp; Gil-González, D. (2011). Worldwide violence against women legislation: An equity approach. <i>Health Policy</i>, 100(2), 125-133.</p> <p><b>Resources (Referenced in Class &amp; Recommended for Further Reading):</b></p> <p>❑ UN Women, ILO, UNDP, UNESCO, UNFPA, UNOCHR, WHO (2015, November). A framework to underpin action to prevent violence against women. (Especially pp. 30-44) <a href="http://www.unwomen.org/en/digital-library/publications/2015/11/prevention-framework">http://www.unwomen.org/en/digital-library/publications/2015/11/prevention-framework</a></p> <p>❑ World Health Organization/London School of Hygiene and Tropical Medicine. (2010). <i>Preventing intimate partner violence against women: Taking action and generating evidence</i>. <a href="https://apps.who.int/iris/handle/10665/44350">https://apps.who.int/iris/handle/10665/44350</a></p> <p>❑ 16 Days of Activism Against Violence Against Women. <a href="http://16dayscwg.rutgers.edu/">http://16dayscwg.rutgers.edu/</a></p> <p>❑ Chinkin, C. M. (2001). Women's International Tribunal on Japanese Military Sexual Slavery. <i>The American Journal of International Law</i>, 95(2), 335-341. <a href="https://doi.org/10.2307/2661399">https://doi.org/10.2307/2661399</a></p>
7	2/16	Critical Analysis - Root Causes &	<p>14. Fulu, E., &amp; Miedema, S. (2015). Violence against women: Globalizing the integrated ecological model. <i>Violence Against Women</i>, 21(12), 1431-1455.</p>

		Consequences in the Socio-Political Global Context	<p>15. Freedman, J. (2016). Sexual and gender-based violence against refugee women: A hidden aspect of the refugee "crisis." <i>Reproductive Health Matters</i>, 24, 18-26.</p> <p>16. Gracia, E., &amp; Merlo, J. (2016). Intimate partner violence against women and the Nordic paradox. <i>Social Science &amp; Medicine</i>, 157, 27-30. doi:<a href="https://doi.org/10.1016/j.socscimed.2016.03.040">https://doi.org/10.1016/j.socscimed.2016.03.040</a></p> <p>17. Alomosh, A. F., &amp; Al Hourani, M. A. (2017). Domestic violence in the Arab world (pp. 291-307). In E. Buzawa &amp; C.G. Buzawa (Eds.), <i>Global responses to domestic violence</i>. Springer.</p> <p>18. Women's Refugee Commission. (2018). <i>It's happening to our men as well: Sexual violence against Rohingya men and boys. Report Summary</i>. <a href="https://www.womensrefugeecommission.org/gbv/resources/1664-its-happening-to-our-men-as-well">https://www.womensrefugeecommission.org/gbv/resources/1664-its-happening-to-our-men-as-well</a></p>
8	2/23	Policy, system, and community responses - Health Care	<p><b>Guest speakers confirmed:</b> Dr. Vijay Singh, Clinical Associate Professor, Division of Hospital Medicine, Department of Internal Medicine; Clinical Associate Professor, Department of Emergency Medicine; Clinical Associate Professor, Department of Family Medicine.</p> <p><b>Assigned readings: TBA</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> US Preventive Services Task Force (2018). Screening for intimate partner violence, elder abuse, and abuse of vulnerable adults: US Preventive Services Task Force Final Recommendation Statement. <i>JAMA</i>, 320(16):1678-1687.</li> <li><input type="checkbox"/> World Health Organization (2014). <i>Health care for women subjected to intimate partner violence or sexual violence: A clinical handbook</i> (pages 10-31) <a href="http://www.who.int/reproductivehealth/publications/violence/vaw-clinical-handbook/en/">http://www.who.int/reproductivehealth/publications/violence/vaw-clinical-handbook/en/</a></li> <li><input type="checkbox"/> Miller, E. &amp; McCaw, B. (2019). Intimate partner violence. <i>New England Journal of Medicine</i>, 80(9):850-857.</li> </ul> <p><b>Resources/additional readings: TBA</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> McKay, T. E., Kan, M. L., Landwehr, J., &amp; Miller, E. (2021). When disclosure isn't the goal: Exploring responses to partner violence victimization screening and universal education among youth and adults. <i>Journal of Family Violence</i>. doi:10.1007/s10896-021-00272-7</li> <li><input type="checkbox"/> Feltner C, Wallace I, Berkman N, Kistler CE, Middleton JC, Barclay C, Higginbotham L, Green JT, Jonas DE (2018). Screening for intimate partner violence, elder abuse, and abuse of vulnerable adults: Evidence Report and Systematic Review for the US Preventive Services Task Force. <i>JAMA</i>, 320(16):1688-1701.</li> <li><input type="checkbox"/> García-Moreno, C., Hegarty, K., d'Oliveira, A. F. L., Koziol-McLain, J., Colombini, M., &amp; Feder, G. (2015). The health-systems response to violence against women. <i>The Lancet</i>, 385(9977), 1567-1579.</li> <li><input type="checkbox"/> World Health Organization. (2019). <i>Caring for women subjected to violence: A WHO curriculum for training health-care providers</i>. <a href="https://www.who.int/reproductivehealth/publications/caring-for-women-subject-to-violence/en/">https://www.who.int/reproductivehealth/publications/caring-for-women-subject-to-violence/en/</a></li> <li><input type="checkbox"/> Futures Without Violence. (2019). <i>Compendium of State Statutes and Policies on Domestic Violence and Health Care</i>. <a href="https://www.futureswithoutviolence.org/compendium-of-state-statutes-and-policies-on-domestic-violence-and-health-care/">https://www.futureswithoutviolence.org/compendium-of-state-statutes-and-policies-on-domestic-violence-and-health-care/</a></li> </ul>
	2/25		<Community Organizing Project Written Report DUE due>
	3/2	Spring break	No class
9	3/9 online	Policy, system, and community responses - Trafficking	<p><b>Guest speakers confirmed @ 3:30pm:</b> Michelle L. Munro-Kramer, PhD, CNM, FNP-BC, FAAN, Assistant Professor; Suzanne Bellingher Feetham Professor of Nursing; Director of Global Programs; UM School of Nursing</p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Macy, R. J., Klein, L. B., Shuck, C. A., Rizo, C. F., Van Deinse, T. B., Wretman, C. J., &amp; Luo, J. (2021). A scoping review of human trafficking screening and response. <i>Trauma, Violence, &amp; Abuse</i>. doi:10.1177/15248320211057273</li> <li><input type="checkbox"/> Munro-Kramer, M. L., Beck, D. C., Martin, K. E., &amp; Carr, B. (2021). Understanding health facility needs for human trafficking response in Michigan. <i>Public Health Reports</i>.</li> </ul> <p><b>Resources/additional readings:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fedina, L., &amp; DeForge, B. R. (2017). Estimating the trafficked population: Public-health research methodologies may be the answer. <i>Journal of Human Trafficking</i>, 3(1), 21-38.</li> </ul>



			<input type="checkbox"/> UM Human Trafficking Collaborative. <a href="https://humantrafficking.umich.edu/Resources">https://humantrafficking.umich.edu/Resources</a> (Referenced in Class & Recommended for Further Reading): TBA
10 - 13	3/16 3/23 3/30 4/6	Policy, system, and community responses - Group Project (guest speaker on 3/23/23)	<p>&lt;See Assignment 3 for more details&gt;; Suggested readings are available upon request&gt; 3/23/23 2-3pm Guest speaker confirmed: Elizabeth Miller, MD., PhD, FSAHM, Division Director, Adolescent and Young Adult Medicine and Professor of Pediatrics, Public Health and Clinical and Translational Science.</p> <p><b>Assigned readings for Dr. Miller's lecture:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Miller, E. &amp; McCaw, B. (2019). Intimate partner violence. <i>New England Journal of Medicine</i>, 80(9):850-857.</li> <li><input type="checkbox"/> McKay, T. E., Kan, M. L., Landwehr, J., &amp; Miller, E. (2021). When disclosure isn't the goal: Exploring responses to partner violence victimization screening and universal education among youth and adults. <i>Journal of Family Violence</i>. doi:10.1007/s10896-021-00272-7</li> <li><input type="checkbox"/> Futures without Violence. (2021). <i>Evidence behind CUES</i>. <a href="https://ipvhealth.org/wp-content/uploads/2021/08/Evidence-for-CUES_1.28.21.pdf">https://ipvhealth.org/wp-content/uploads/2021/08/Evidence-for-CUES_1.28.21.pdf</a></li> </ul>
14	4/13 Online	Global response	< Final Project: In-class presentation >
	4/15		<Final Project due>

### C. Assignments

Assignment	Due Date	How to submit/where	%
1. Community Organizing Project & Written Paper	2/25/23	Submit a) a paper and b) presentation materials via CANVAS Assignment Page	30
2. Presentation & Discussion - Individual Project	Session 5-6 & 7	Make a presentation on an assigned reading and facilitate discussion in class	10
3 Presentation & Discussion - Group Project	Session 10-13*	<ul style="list-style-type: none"> <li>• Submit presentation materials (e.g., PPT, handout) via CANVAS Assignment Page by noon on the day of presentation</li> <li>• Make an in-class presentation</li> </ul>	25
4 Final Project – Global Response	4/13/23 4/15/23	<ul style="list-style-type: none"> <li>• Make an in-class presentation on 4/13/23</li> <li>• Submit a paper via CANVAS Assignment Page by 11:59pm on 4/15/23</li> </ul>	20
4. Attendance and Participation	Ongoing	Ongoing	15

\*Subject to change due to guest speakers' schedules, course progress, and other factors.

### 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:
  - 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

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 with 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. In-Class Presentation & Discussion – Individual Project

You will make a presentation on your assigned reading (one of the blue colored ones in the table above) and facilitate discussion in class. The primary task is for you to help your classmates learn and engage in a critical analysis of the issues raised/emerged in the reading (rather than presenting a summary of the reading). More details will be provided in class.

## 3. In-Class Presentation & Discussion - Group Project

### 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. Gun (control) policies
- G. Restorative justice approaches
- H. Community education, engagement, mobilization, and organizing
- I. Interventions for/with perpetrators

Note: Specific domains and presentation lengths are subject to modification due to class size and other course-related and 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 contexts & 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 and 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 theories, values, and assumptions, and the socio-political-historical context;
  - 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 materials (e.g., PPT, handout) 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 more individuals in the discussion/movement.

#### 4. 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).

#### 5. 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>

#### d. 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.

#### e. Accommodations

If you are in need of any accommodation 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](mailto: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 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 alternative learning opportunities to the extent possible. Please notify me by email about your absence as soon as practical, so that accommodations can be arranged.

### **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*