Course Description

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

This course is an integrative seminar designed to help students strengthen their critical thinking and integrate their knowledge and skills at micro, mezzo, and macro levels, ranging from assisting individual victims (survivors) to engaging policy advocacy aimed at ending domestic violence.

Course Content

In this course, we will undertake an analysis of domestic violence as a system of oppression and control shaped by and resulting in hierarchies of power that are gender-ed, race-d, and class-ed and maintained through socio-cultural, economic, and political means. This semester, we will begin with an examination of the scope of the problem (e.g., the prevalence of domestic violence and its effects on women’s health and social participation) and various theoretical, ideological, and political perspectives on domestic violence. We will then analyze the intersection of gender, race, and class in the manifestations and root causes of domestic violence as well as historical and contemporary societal responses to it. For example, we will address the following issues and questions:

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

Guided by these critical analyses, we will explore more effective direct practice, community organizing, policy, research and evaluation approaches to end domestic violence. The role of social workers and the available advocacy and social change mechanisms in local, state, national, and international settings will be emphasized. Although the focus of the course is domestic violence in the U.S., we will examine innovative grassroots and policy responses to domestic violence around the globe.

This course emphasizes and models an activist approach. Students are encouraged to take actions, applying what they have learned from this and other courses to actions aimed at ending domestic violence and other forms of violence and oppression.

Course Objectives

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

1. Apply critical thinking skills to evaluate and interpret research, media, and political reports on the issues of domestic violence.
2. Demonstrate understanding of the structural and sociocultural forces that contribute to men’s violence against women, and domestic violence in particular.
3. Recognize the impact of sexism, racism, classism, homophobia, and other forms of oppression on societal responses to domestic violence historically and contemporarily.
4. Assess and identify the strengths and limitations of current domestic violence policies and services in the U.S. and abroad.
5. Demonstrate knowledge and skills in micro, mezzo, and macro practice aimed at assisting women who have been abused by intimate partners and at addressing the root causes of domestic violence.
6. Apply the ethical principles of the social work and related professions in their practice to prevent and intervene in domestic violence cases at micro, mezzo, and macro levels.

Course Design

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

Relationships to Curricular Themes

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

Social Justice and Social Change. This course will examine the ways in which sexism, racism, classism, and homophobia have interactively shaped social policies and services (or a lack thereof). It will also examine and re-evaluate grassroots and other innovative efforts to address domestic violence in the U.S. and abroad that are designed to promote social justice and social change. Through these ongoing critical analyses, students will be encouraged to explore and propose policy and practice approaches that promote social change and social justice.
Promotion, Prevention, Treatment and Rehabilitation. This course will address a wide range of responses to domestic violence across micro, mezzo, and macro levels and evaluate their effectiveness with respect to promotion, prevention, treatment and rehabilitation.

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

Relationship to Social Work Ethics and Values
This course will address many complex and challenging ethical issues that may arise in responding to domestic violence cases, including rights to self-determination and confidentiality. This course takes a critical look at the current policies and practice approaches by evaluating areas where they come into conflict with fundamental ethical principles, such as protecting safety and the rights to self-determination of women survivors (victims). Exploration of concrete steps to change those policies and practice that violate social work ethics and values will be an important aspect of this course.

A Note on Scholarly Discourse
What we will discuss in the class may involve controversial issues, such as race, ethnicity, gender, class, 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 personally attacking one another. We strive to remain open to evidence presented, which may conflict with our own perceptions.

Self-care
Regardless of whether you have been victimized by intimates and/or non-intimates, assigned readings, in-class discussion, videos, guest speakers, and assignments may precipitate distress, anxiety, a sense of helplessness, rage, and at times, traumatic reactions. While these reactions are common and natural, these feelings may be intense and may interfere with your personal and academic lives. It is important to recognize your reactions (in other words, do not deny them, but explore and develop ways to process and deal with them). If you experience a persistent and increasing sense of distress, anxiety, or trauma, it is important to seek assistance. The following are some of the resources available on and off campus. The instructor is happy to assist you in locating any additional resources you may need.

- UM Counseling and Psychological Services (CAPS). 764-8312
- UM Sexual Assault Prevention & Awareness Center (SAPAC). 936-3333 (Crisis line)
- UM Center for Education of Women. 998-7210
- Safehouse, Domestic Violence Project. 995-5444
- Washtenaw County Assault Crisis Center 483-RAPE
- Psychiatric Emergency Services. 996-4747
Textbooks/Course Reader
- A course reader is available at Excel (1117 S. University, Tel. 996-1500)
- Additional materials may be distributed in class.

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

Assignments and Due Dates
I. Community organizing project 25% Due 11/19 NOON
II. Class discussion facilitation 15% TBA
III. Paper 50%
   - Proposal Due 10/19
   - Final paper Due 12/7
   - Presentations 12/14
IV. Class attendance & participation 10%

Letter grades ranging from “A” to “E” are earned, with “+” or “-” distinguishing the degree of performance. Specific expectations for each assignment are provided on separate sheets (in 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.

Guidelines for written assignments: All written assignments will be evaluated for organization, clarity, and written quality, as well as for substantive content. In addition, they must:
- Be typed
- Be double-spaced
- Follow an established academic convention for organization, pagination, footnoting and bibliographic references (e.g., APA style). Papers not complying with an established convention will be returned with penalties for late submission being applied.
- Be submitted by the due date (late papers will result in deduction of 1/2 a letter grade)
Assignments

I. Community Organizing Project & Reflection Paper (3-4 pages) Due 11/19 NOON, 25%

The purpose of the assignment is to apply knowledge and skills you have gained in this and other courses to community organizing efforts aimed at increasing societal awareness and confronting indifference to, and tolerance of, domestic violence. Students will organize a meeting to discuss domestic violence with their friends, classmates, co-workers, and/or other acquaintances (e.g., church members). You need to write a reflection paper that addresses the following:

- The purpose and structure of the meeting you organized.
- Planning process.
- Your evaluation of the meeting, including reflection on the challenges you faced and how you addressed them.
- Your thoughts on how effective this type of meeting is in ending domestic violence and its implications for social work practice.

It is important that you keep a good record of your planning processes. For example, how and why you decided who to invite to the meeting, how and why you organized the meeting in a particular way (e.g., the use of a video, small group discussion), what aspects of domestic violence you decided to discuss (e.g., the prevalence & consequences, root causes, societal responses), etc.

You may organize your meeting to include a social aspect (e.g., serving refreshments), but you need to carefully plan the structure, content, and process of the meeting (in other words, organizing a luncheon or dinner party where domestic violence is mentioned does not constitute sufficient completion of this assignment).

You are encouraged to share your ideas and plans for the meeting with your instructor and classmates during and outside the class periods.

II. Facilitation of a Class Discussion 15%

Students will sign up for one of the discussion topics and facilitate a half-hour class discussion based on the assigned readings for that week. Depending on the number of enrolled students, this assignment may be performed individually, in pairs or small groups.

You will NOT merely summarize the readings. You are charged with facilitating the identification and critique of the themes, issues, and arguments raised in the assigned readings. Points to consider include implications for social work practice, ethical issues, and the curricular themes (e.g., multiculturalism & diversity; social justice and social change; promotion, prevention, treatment and rehabilitation; and behavioral and social science research).

Students are encouraged to consult the instructor in advance with respect to both the structure and content of the class discussion they intend to facilitate. You may consider using multimedia, exercises, and other pedagogical means.

III. Term Paper (12-15 pages) 50%

Proposal Due 10/19/01
Paper Due 12/7/01
Presentation on 12/14/01

1) You may choose a specific type of societal response to domestic violence (other than those extensively discussed in class). Analyze its goals, underlying values and assumptions, its
strengths and limitations, and evaluate its impact, including intended and unintended consequences. You need to include concrete suggestions to improve its effectiveness based on your analysis. OR

2) You may write a research paper on an issue area (e.g., restorative justice and mediation in domestic violence cases, domestic violence and housing policies, domestic violence in the workplace and employer responsibility). OR

3) An alternative project may be arranged in consultation with the instructor.

In addition to writing a paper, you need to do the following:

- Submit a Proposal (due 10/19). The proposal should be no more than one typed page long and should include enough information regarding the purpose, scope, available resources, etc., that you and the instructor can assess the feasibility of the project. Students are strongly encouraged to discuss their ideas with the instructor before the project proposal is due.

- In-class Presentations (12/14). Students will be able to learn about the work of their classmates through brief presentations to the class. The presentations will occur during the last week of the class, on December 14th. Due to time constraints, the presentation should be brief, so come prepared.

You may augment library research (e.g., a literature review) by conducting personal interviews, participation in community meetings, observation of court cases, etc. as part of your analyses. You need to present your ideas in a logical manner and provide sufficient scientific and other evidence to support your analyses and arguments.

V. Class Attendance & Participation. 10%

This class is designed as an integrative seminar, and therefore, class attendance is critical to achieving the full impact of the course. You are expected to actively participate in class discussion, small group discussion, and various in-class exercises, some of which will require submitting a written report at the end of the class. Class attendance will be taken regularly, and any more than two (2) absences will result in a reduction of a half a letter grade. You need to inform the instructor of your absence as soon as practically possible.

If you have difficulties in 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.
Course Schedule & Assigned Readings

Part I Overview

Week 1 (9/7)  Introductions, Review syllabus
Domestic Violence – Overview

Assigned readings:
- Sourcebook [Renzetti, C.M., Edleson, J.L., & Kennedy Bergen, R. (2001)] Chapter 8
- Murray, V. H. (Lemon 1, pp. 2-7). A comparative survey of the historic civil, common, and American Indian Tribal law responses to domestic violence.

Week 2 (9/14)  Theories of Violence Against Women and Domestic Violence

Assigned readings:
- Sourcebook  Chapter 1 (Theoretical explanations for violence against women, by Jana Jasinski)
- Sourcebook  Chapter 2 (Definitional issues, by Walter DeKeseredy & Martin Schwartz)

Resources/additional readings:
- Sourcebook  Chapter 3 (Measurement issues)

Week 3 (9/21)  Intersection

Assigned readings:
- Lemon Chapter 3 (Cross-cultural issues: Survivors of heterosexual domestic violence who face multiple oppressions)
- Lemon Chapter 4 (Gay and lesbian battering)

Resources/additional readings:
- Sourcebook  Chapters 9 (Violence against older women, by Linda Vinton)
- Sourcebook  Chapter 10 (Mainstreaming immobility by R. Amy Elman)

Week 4 (9/28)  Intersection (continued)
Lenses : ideological and political perspectives

Assigned readings:

Resources/additional readings:
Part II. Current and Emerging Policy Responses and Controversies

Week 5 (10/5) The U.S. Battered Women’s Movement
Shelters, Advocacy, and Grassroots Organizing

Assigned readings:
- Sourcebook Chapter 13 (Shelter by C. Sullivan)
- Sourcebook Chapter 17 (Advocacy on behalf of battered women, by Ellen Pence)

Resources/additional readings:

Week 6 (10/12) Domestic Violence and Criminal & Civil Justice

Assigned readings:
- Sourcebook Chapter 16 (Criminal justice system responses to DV, by L. Iovanni & S. Miller)
- Lemon Chapter 14A (Federal responses – Overview)
- Gondolf, E. W. et al. (Lemon 2, 117-122). Do batterer programs work?: A 15 month follow-up of multi-site evaluation

Resources/additional readings:
- Sourcebook Chapter 15 (VAWA)

Week 7 (10/19) Domestic Violence and the Justice System (continued)
Intended and unintended consequences
<<Paper Proposal Due>>

Assigned readings:
- New study cites increase in male victims of DV, more arrests of women – Experts disagree as to cause. Focus, p. 6.

Resources/additional readings:
- Lemon Chapter 13 (victims of DV as criminal defendants/BWS)
Week 8 (10/26) Domestic Violence and Welfare Reform

- Students are encouraged to attend the Trapped by Poverty and Abuse Conference (October 26-28 @Michigan League)

Assigned readings:
- Sourcebook Chapter 22 (Domestic violence as a welfare-to-work barrier, by Jody Raphael)
- Lemon Chapter 16A (welfare issues)

Resources/additional readings:

Week 9 (11/2) Domestic Violence and Child Welfare

Assigned readings:
- Yoshihama, M. & Mills, L. G. (under review). [You will receive a copy of this article in class]

Resources/additional readings:

Week 10 (11/9) Domestic Violence and Health Care Systems

Assigned readings:
- Sourcebook Chapter 18 (Health intervention with battered women, by Evan Stark)
- Lemon 15 (Confidentiality issues)

Resources/additional readings:

Week 11 (11/16) Domestic Violence and Immigration Policies

Assigned readings:
- Lemon Chapter 17A (Immigration)

Resources/additional readings:
- Pendleton, G. (199?). Building the rhythm of change: Developing leadership and improving services within the battered rural immigrant women's community. San Francisco: Family Violence Prevention Fund.

11/19 NOON <<Community Organizing Project Reflection Paper Due>>
11/23 Thanksgiving

Part III. Beyond U.S.

Week 12 (11/30) Innovative Responses Around the Globe

Assigned readings:
- Ellsberg, M., Liljestrand, J., & Winkvist, A. (1997). The Nicaraguan Network of Women Against Violence: Using research and action for change. Reproductive Health Matters, 10, 82-92. [You will receive a copy of this article during the class]

Resources/additional readings:

Week 13 (12/7) Human Rights/Women’s Rights

<<Paper: DUE>>
Assigned readings:
- Sourcebook Chapter 24 (Violence against women as a human rights violation by Johanna Bond & Robin Phillips)
- Lemon Chapter 17B (Domestic violence as a human rights issue)

Resources/additional readings:
- Lemon Chapter 17C (Asylum)
- Sourcebook Chapter 23 (Prostitution, the sex industry, and sex tourism by Jody Miller & Dheeshana Jayasundara)

Week 14 (12/14) Class Evaluations
Student Presentations
SUGGESTED READINGS AND REFERENCES
Please refer also to the “Resources/additional readings” listed in previous pages.


**PERIODICALS**

There are an increasing number of journals that focus on domestic violence and interpersonal violence, many of which are available at the Social Work Library.

- Domestic Violence Report
- Journal of Aggression, Maltreatment and Trauma
- Journal of Emotional Violence
- Journal of Family Violence
- Journal of Interpersonal Violence
- Journal of Traumatic Stress
- Trauma, Violence, and Abuse: A Review Journal
- Violence Against Women
- Violence and Abuse Abstracts
- Violence and Victims

**USEFUL WEBSITES AND PHONE NUMBERS**

- Bureau of Justice Statistics Clearinghouse  [www.ojp.usdoj.gov/bis](http://www.ojp.usdoj.gov/bis)
- Family Violence Prevention Fund.  [www.fvpf.org](http://www.fvpf.org)
• Minnesota Center Against Domestic Violence www.mincava.umn.edu
• National Clearinghouse for the Defense of Battered Women 1-800-903-0111
• National Coalition Against Domestic Violence www.ncadv.org
• National Domestic Violence Hotline (voice) 1-800-799-SAFE; (TDD) 1-800-787-3224; (business line) 512-453-8117; (technical assistance) 1-800-525-1978
• National Resource Center on Domestic Violence 1-800-537-2238
• VAW Net: PUBLIC VAWnet LIBRARY http://www.vawnet.org/
  You can Browse General, Law, and Periodicals Collections by title or material type or Search [ http://www.vawnet.org/VNL/Main/search.asp ].
SW708 – SPECIAL ISSUES IN INTERPERSONAL VIOLENCE, FALL 2001
Student Profile

Name: ___________________________ Phone (_____) ___________________________
E-mail: __________________ Current Address (City) ____________________________
Where (city, state, country) are you from? ________________________________

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

First Year or Second Year? 1 2 Track: 16mos. 20mos. AS ED(PT)
Field Placement (if any) ________________________________

Reason(s) for choosing Social Work ________________________________

Please list any undergraduate and graduate degrees:

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

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________

Please describe the reason for taking this course?

Please list two objectives you have for this course:
1. ________________________________
2. ________________________________