SW708 – Special Issues in Interpersonal Violence
Grassroots and Policy Responses to Domestic Violence:
Feminist, Structural and Global Perspectives
Winter 2003

Time: Tuesdays 8:00 – 11:00 a.m.     Location: 1794 SSWB

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

Course Description
This course will examine theories, social policies, social services, social movements, activism and research concerning violence against women, and domestic violence (intimate partner violence) in particular. Domestic violence is prevalent across racial, ethnic, and class boundaries and impedes women’s 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, childhood sexual abuse).

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. The course encourages the application of these skills to various practices, especially undertaking policy advocacy activities and social change 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, and policy 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 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 and formulate alternative approaches.
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 Ulrich’s Bin# 1237 (built by Dollarbill, Tel. 665-9200)
- 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 & a written report 25% Due 3/25/03
II. Active Participation in Policy/Strategy Forums 25%
III. Final Policy/Vision Paper (10-12 pages) 30% Due 4/8/03 5pm
IV. Active Participation in the Policy/Vision Summit 15% 4/15/03
V. Class attendance & participation 5%

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
For all assignments, you are encouraged to share your ideas and plans for the meeting with your instructor and classmates during and outside class.

I. Community Organizing Project & A Written Report (3-4 pages) 25% Due 3/25/03
The purpose of this 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. You will organize a meeting to discuss domestic violence with friends, classmates, co-workers, and/or other acquaintances (e.g., church members), and 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.

❖ Submit (as appendix) a copy of the materials you developed/used for your presentation (e.g., audiovisuals, handouts).

It is important that you keep a good record of your planning processes. For example, 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, 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 component (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 prepare a poster presentation about your community organizing project at the University-wide Project Fair as part of the all-day symposium on Community/University Partnerships organized by UM Ginsberg Center for Community Service and Learning on April 3, 2003 4:30 - 6:00pm at the Michigan Union.

II. Active Participation in Policy/Strategy Forums 25%
Throughout the semester, we will convene a series of Policy/Strategy Forums (PSF) to discuss specific policy or practice approaches implemented or suggested, such as mandatory arrest policies, mandatory reporting of domestic violence cases, and welfare r(d)eform. The proposed dates and topics for the Policy/Strategy Forums are included in the Course Schedules (denoted by PSF in gray areas). Depending on the pace and interests of the class, the schedules and topics may be modified.

Each student will chose to represent a specific constituency group (e.g., African Americans, immigrants, LGBT, elderly, police, health care services, governmental agencies). Role selection will occur in class during weeks 3-5. Depending on the nature of the policy/strategy discussed and the number of enrolled students, you may or may not play the same role consecutively. Together, at these Policy/Strategy Forums, we will analyze the policy/strategy, examining its goals, underlying values and assumptions, its strengths and limitations, and its impact, including intended and unintended consequences from diverse perspectives.

To analyze the specific policy or strategy, use the Questions to Guide Policy/Strategy Analysis (Appendix).

To actively participate in the Policy/Strategy Forums, you need to do weekly reading assignments and additional research. The work you will do for the Policy/Strategy Forums will form a basis for your
final paper and your presentation at the final Policy/Vision Summit (see below).

III. Vision Paper (10-12 pages)  30%  Due 4/8/03 5pm
In this final paper, you will focus on visions and strategies for ending (rather than responding to) domestic violence. Building upon ongoing research and analyses you will have conducted as you participate in the Policy/Strategy Forums throughout the semester, you will develop alternative (or improved) policy/strategies that will help end domestic violence and promote economic and social justice. You will also incorporate views expressed by other members of the Policy/Strategy Forums. Use the Questions to Guide Policy/Strategy Analysis (Appendix) in developing your recommendations.

You are encouraged to go beyond library research (e.g., a literature review) by conducting personal interviews with people affected by the problem, advocates, and policymakers, participation in community meetings, attending conferences, observing court cases, etc. to help generate your recommendations.

You need to provide concrete suggestions, including implementation plans (e.g., if you recommend an increase in the minimum wage, you need to describe how you will go about doing that). Your recommendations ought to be logical in that they are consistent with the stated purpose and supported by the critical analyses of the root causes of the problem. Important 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).

IV. Participation in the Policy/Vision Summit 15%  4/15/03
The Policy/Vision Summit is a culmination of a series of Policy/Strategy Forums, the final paper, and other course activities, in which we examine the strengths and limitations and impact (including intended and unintended consequences) of a range of societal response to domestic violence in the U.S. In this final Summit, we will collaboratively develop recommendations for policy/strategies for ending domestic violence.

Detailed structure and procedures of the Summit will be provided at a later date.

V. Class Attendance & Participation  5%
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 at random, and any unexcused absences will result in a grade reduction. You need to inform the instructor of your absence as soon as practically possible.

If you have 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 (1/7)  Introductions, Review syllabus
Domestic Violence – Overview

Assigned readings:
- 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 (1/14)  Theories & Dynamics of Violence Against Women and Domestic Violence

Assigned readings:
- Domestic Abuse Intervention Project. (Lemon 2, p. 43). Power and Control Wheel.

Resources/additional readings:

Week 3 (1/21)  Intersection & Diversity
Ideological and Political Perspectives

Assigned readings:
- Volpp, L. (Lemon, 11C, pp. 617-631), (Mis)identifying culture: Asian women and the "cultural defense."
- Kupenda, A.M. (Lemon 3C, pp. 142-147). Law, life, and literature: A critical reflection of life and literature to illuminate how laws of domestic violence, race, and class bind black women, based on Alice Walker’s book the third life on grange copeland.


Horsburgh, B. (Lemon 3F, pp. 178-182). Lifting the veil of secrecy: Domestic violence in the Jewish community.


Resources/additional readings:

- Other articles in Lemon Chap. 3 (Cross-cultural issues: Survivors of heterosexual domestic violence who face multiple oppressions).
- Other articles in Lemon Chap. 4 (Gay and lesbian battering).

**Part II. Overview of US Responses to Domestic Violence**

**Week 4 (1/28) The U.S. Battered Women’s Movement: Shelters, Advocacy, and Grassroots Organizing**

Assigned readings:


Resources/additional readings:

**Week 5 (2/4) System’s Response – Overview**

**Assigned readings:**

**Resources/additional readings:**
- Gondolf, E. W. et al. (Lemon 2, 117-122). Do batterer programs work?: A 15 month follow-up of multi-site evaluation.

**Part III. Re-examining Current Policy Responses: Intended & Unintended Consequences**

**Week 6 (2/11) Domestic Violence and Criminal Legal System: A (BIG) question of Justice**

**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:**

**Week 7 (2/18) Domestic Violence and Welfare R(D)eform: A Further Question of Justice**

**PSF1 Mandatory Arrest Policies**

**Assigned readings:**

Resources/additional readings:

2/21/02 Healing Through the Arts and the Media, a mini-conference by the Ending Domestic Violence in the African American Community. @ Atheneum Suite Hotel and Conference Center, 1000 Brush Avenue, Detroit, MI. 8:50am – 5:00pm

Week 8 (2/25)  Spring Break

Week 9 (3/4)  Domestic Violence and Immigration Policies: Another Big Question of Justice

Assigned readings:

Resources/additional readings:
- Volpp, L. (19??). *Working with battered immigrant women: A handbook to make services accessible.* San Francisco: Family Violence Prevention Fund. [Not included in the course pack]
- 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. [Not included in the course pack]


Assigned readings:

Resources/additional readings:

Week 11 (3/18)  Domestic Violence and Health Care Systems
Assigned readings:

- (n.d.). Domestic violence: Causing an injury is a crime and must be reported.

Resources/additional readings:


- 3/23/03 Asian and Pacific Islander Institute on Domestic Violence Regional Meeting@ UM SSWB.

Week 12 (3/25) Community Organizing & Engagement  
PSF5 Strategies for Addressing Root Causes  
<<Community Organizing Project Written Report>>

Assigned readings:


Resources/additional readings:


- 4/3/03 4:30 - 6:00pm University-wide Project Fair as part of the all-day symposium on Community/University Partnerships organized by UM Ginsberg Center for Community Service and Learning @ Michigan Union. Students are encouraged to make a poster presentation of their community organizing assignment.

Part IV. Beyond U.S.
Week 13 (4/1)  Human Rights/Women’s Rights
Week 14 (4/8)  Innovative Responses Around the Globe
<<Vision Paper DUE>>

Assigned readings:

Resources/additional readings:

Week 15 (4/15)  Class Evaluations
Policy/Vision Summit
**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)
- Michigan Resource Center on Domestic and Sexual Violence [www.meadsv.org/mrcdsv](http://www.meadsv.org/mrcdsv)
- Minnesota Center Against Domestic Violence [www.mincava.umn.edu](http://www.mincava.umn.edu)
- National Clearinghouse for the Defense of Battered Women 1-800-903-0111
- National Coalition Against Domestic Violence [www.ncadv.org](http://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
  You can Browse General, Law, and Periodicals Collections by title or material type or Search [http://www.vawnet.org/VNL/Main/search.asp](http://www.vawnet.org/VNL/Main/search.asp)
Appendix: Questions to Guide Policy/Strategy Analysis
(modified from questions developed by Professor Wilkinson)

A. Definition of the Problem:
- What social conditions were defined as a social problem?
- Who are the claimants of that problem?
- What ideology supports the claim of the problem?
- How are the same social conditions described and/or experienced by persons with other social positions, ideological perspectives or values?
- What are the causes of the problem?
- What are the consequences of the problem?
- Who benefits from the continuation of the problem? In what ways do they benefit?
- Who suffers from the continuation of the problem? In what ways do they suffer?

What underlies the policy/strategy:
- Who advocated for the policy/strategy?
- Who opposed the policy/strategy?
- What are the ideological positions of these groups?
- What social events occurred to stimulate a social response to the social problem?
- What political events occurred to stimulate a social response to the social problem?
- How did the media influenced the policy/strategy?

Goals and Objectives:
- What are the explicit goals?
- What are the implicit goals?
- What values and ideologies underlie the policy/strategy?
- What are the objectives of the policy/strategy and do they fit with the goals?

Beneficiaries:
- Who is eligible to receive benefits (and punishments) under the policy/strategy?
- What are the methods of determining eligibility?
- What values and theory drive the eligibility requirements?
- What are alternative eligibility methods?

Benefits:
- What benefits does the program provide?
- What are the ideologies, values and theory that underlie the choices of included and excluded benefits (and punishments)?
- What additional or alternative benefits (and punishments) might be provided?

Implementation/Administration:
- How is the policy implemented?
- What are the relationships among and between organizations and programs in implementing the policy/strategies?
- Who provide benefits (and punishments)?
- What is the relationship among and between the “providers” and the communities whom they serve?
- What are the values and theory that underlie the choices of administrative structure for policy implementation?
- What are possible alternative forms of administration, including different “providers”

Funding:
- What are the sources of funding for implementing the policy/strategy?
- How is the funding spent?
- What are the values and theories that underlie the choices of funding sources and expenditures?
- What are possible alternative forms of funding and expenditures?

Impact:
Does the policy, as implemented, reduce the social problem?

Do the goals of the program fit the defined social problem?

Do eligibility requirements directly or indirectly (e.g., by stigmatization) exclude vulnerable populations from benefits (and punishments)?

Do the forms of benefits (and punishments) address the social problem (e.g., the root causes)?

Are the benefits (and punishments) provided in culturally relevant?

Are funding streams reliable to allow for continuity of policy/strategy?

Are funds expended in the most efficient way?

Justice:

Does the policy/strategy recognize and values diverse experiences of those affected by the problem and how race, gender, class, sexual orientation, disabilities and other social positions and conditions impact such experiences?

Does the policy/strategy respect and/or promote self-determination of people differently affected by the problem?

Does the policy promote the equitable distribution of power, goods, services and social status?

In what additional ways, does the policy/strategy promote social justice?
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:

Degree & Year Obtained College/University
1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________

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

Please describe the reason for taking this course?

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