



University of Central Florida
School of Social Work

SOW 6109.0001: Violence against Women: Global Perspectives

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Term: Spring 2020
Class Day: Monday
Meeting Time: 10:30AM-1:20PM
Class Location: HPA1 O110
Credit Hours: 3 hours

Office Hours: Monday: 1:30 PM-4:30PM
Wednesday: 10:00AM-12PM

COURSE DESCRIPTION

1. Violence is committed against women worldwide at an alarming rate. This course will focus on the historical and current reasons for and impact of violence against women both nationally and internationally. The impact of legislative, public, social, economic, or religious policies on the incidence of such violence is considered. Social, political, and economic issues that support violence against women will be discussed by country, ethnic groups within countries. The course will examine strategies that support individual as well as organizational and community strengths, while seeking economic and social justice. Study will recognize the individual, contextual and environmental factors influencing the occurrence of violence and abuse including the role of culture and community. The intent of this course is for us to become keenly aware of the global similarities and differences related to violence against women. While we become familiar with ongoing violations of women's and girl's victimization around the world, we need to pay close attention to what is happening in the United States today.

COURSE LEARNING OBJECTIVES: At the completion of this course, students should be able to do the following:

1. To provide students with a broad understanding of macro, mezzo, and micro approaches to violence against women within a global context that may better explain from a systems perspective how violence impairs the development of women economically, physically, and emotionally; **Competencies 1, 2, 6**
2. Be familiar with the Universal Declaration of Human Rights; **Competency 3**
3. Have a better understanding of how abuses of women constitute as types of human rights violations; **Competency 3**
4. Identify and describe key feminist and sociological theories relevant to violence against women; **Competency 2, 3**
5. Show evidence of critical thinking regarding the differential impact of violence in sub-populations such as women of color, lesbians, poor, immigrant women, etc.; **Competency 2, 3**
6. Demonstrate knowledge of cultural mandates that foster the economic, psychological, and physical control of women; **Competency 2, 3**
7. Demonstrate knowledge of strategies and interventions that can be applied on a community, organizational, and individual level to increase the safety of women; **Competency 1, 4, 5, 6, 7, 8, 9**
8. Use knowledge about violence against women from a global and local perspective to investigate and assess policies, strategies, and interventions in local organizations, programs, and direct services to individuals. **Competency 4, 5, 6, 7, 8, 9**
8. To increase students' skills in cultural competence; **Competency 2**
9. Analyze diverse viewpoints related to women and violence; **Competency 2 and,**
10. Take responsibility as social workers in the United States to promote national and international awareness of violence against women. **Competency 3, 8**

The MSW Program within the School of Social Work is accredited by the Council on Social Work Education (CSWE). In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several of the courses within our curriculum are part of this assessment process. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the

competencies, while the preceding statements represent the underlying content and processes that inform the behaviors. (CSWE) The complete EPAS can be found in your Student Handbook.

Competency	Advanced Practice Behaviors	Course Objectives	Assignments
1 Demonstrate Ethical & Professional Behavior	1c. Demonstrate professional demeanor in behavior, appearance; & oral, written, & electronic communication	All	Reference Papers; Quizzes; Creative Group Project; Class Participation
	1f. Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspective	7	Quizzes; Creative Group Project; Class Participation
2 Engage diversity & Difference in Practice	2a. Apply & communicate understanding of importance of diversity & difference in shaping life experiences of the micro, mezzo, & macro levels	1, 4, 5, 6, 8, 9	Reference Papers; Quizzes; Creative Group Project; Class Participation
	2e. Work effectively with diverse populations and model culturally competent behavior with client groups, community partners and other professionals. *	4, 5, 6, 8	Reference Papers; Quizzes; Creative Group Project; Class Participation
3 Advance Human Rights & Social, Economic, & Environmental Justice	3a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	3, 4, 5, 6, 10	Quizzes; Creative Group Project; Class Participation
	3b. Engage in practices that advance social, economic, and environmental justice	6	Quizzes; Creative Group Project; Class Participation
	3c. Participate in social advocacy and social action at the local, state, and national level to increase equal access for all clients *	10	Quizzes; Creative Group Project; Class Participation
	3d. Advocate for the creation and revision of practices and tools that support anti-oppressive practice *	3, 5	Quizzes; Creative Group Project; Class Participation
4. Engage in research-informed practice & practice-informed research	4c. Use and translate research evidence to inform and improve practice, policy, and service delivery	7, 8	Reference Papers; Quizzes; Creative Group Project; Class Participation
	4d. Use evidence-based practice in clinical assessment and intervention with clients *	7, 8	Reference Papers; Quizzes; Creative Group Project; Class Participation
5 Engage in Policy Practice	5a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	8	Reference Papers; Quizzes; Creative Group Project; Class Participation
	5b. Assess how social welfare and economic policies impact the delivery of and access to social services	7, 8	Reference Papers; Quizzes; Creative Group Project; Class Participation

	5c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	7, 8	Reference Papers; Quizzes; Creative Group Project; Class Participation
6 Engage with Individuals, Families, Groups, Organizations, & Communities	6a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	1, 7, 8	Reference Papers; Quizzes; Creative Group Project; Class Participation
	6c. Develop a culturally responsive therapeutic relationship with clients *	3	Reference Papers; Quizzes; Creative Group Project; Class Participation
7 Assess Individuals, Families, Groups, Organizations, & Communities	7b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	7, 8	Reference Papers; Quizzes; Creative Group Project; Class Participation
	7d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies *	7, 8	Reference Papers; Quizzes; Creative Group Project; Class Participation
8 Intervene Individuals, Families, Groups, Organizations, & Communities	8a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	7, 8	Reference Papers; Quizzes; Creative Group Project; Class Participation
	8b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	7, 8	Reference Papers; Quizzes; Creative Group Project; Class Participation
	8d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	10	Quizzes; Creative Group Project; Class Participation
9 Evaluate with individuals, families, groups, communities, organizations, & communities	9b Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	7, 8	Reference Papers; Quizzes; Creative Group Project; Class Participation
	9c Critically analyze, monitor, and evaluate intervention and program processes and outcomes	7,8	Reference Papers; Quizzes; Creative Group Project; Class Participation

* = UCF School of Social Work

REQUIRED TEXT:

Renzetti, C. M., Edleson, J. L., & Kennedy-Bergen, R. (2017). *Sourcebook on Violence Against Women (3rd Ed.)*. Thousand Oaks, CA. Sage Publications, Inc.

RECOMMENDED TEXT:

- Fisher, B. S. Daigle, L. E., Cullen, F. T. (2010). *Unsafe in the Ivory Tower: The sexual victimization of college women*. Thousand Oaks, CA. Sage Publications, Inc.
- Sipe, B., Hall, E. J. (2014). *I am not your victim: Anatomy of domestic violence*. Thousand Oaks, CA. Sage Publications, Inc.
- Richards T. N., Marcum, D. C. (2015). *Sexual Victimization Then and Now*. Thousand Oaks, CA. Sage Publications, Inc.
- Ross, L. E. (2015). *Continuing the War Against Domestic Violence (2nd Ed.)*. Boca Raton, FL. Taylor & Francis Group.

ONLINE RESOURCES

Assignment guidelines and other course handouts are available through www.webct.ucf.edu or **MyUCF, Online Course Tools** through **Canvas** which is a secure website. PowerPoints and other materials will be available via the online course section. Quizzes may be online or in-class and assignments will be turned in to the instructor in class. Please also note that all email should be sent through the web course section.

LIBRARY RESOURCES

Your best library resource is your Social Work Librarian, Rachel Edford, PhD (rachel.edford@ucf.edu). She can meet with you individually to discuss your research needs, or answer questions via phone and email.

For links to our materials, research guides, study rooms, and more visit the Services for Undergrads (<http://library.ucf.edu/services/services-for-undergrads/>) or Services for Grad Students (<http://library.ucf.edu/services/services-for-grad-students/>) pages.
For general help, Ask Us (<http://library.ucf.edu/ask/>).

Students will be expected to utilize UCF library resources to search library databases for required readings.

The UCF Libraries has a full array of paper and electronic resources available for students and their research needs. The following web sites which can help students find information, navigate through databases and learn how to use the library:

1. Library Instruction sessions - <http://library.ucf.edu/Reference/Instruction>
2. Library Research Tutorials - <http://library.ucf.edu/Reference/Instruction/LIToursTutorials.asp>
3. Streaming videos - <http://library.ucf.edu/Reference/Videos/Default.asp>
4. Research Guides - <http://library.ucf.edu/Reference/Guides/>
5. Ask a Librarian service - <http://library.ucf.edu/Ask/>

Assignments: Pay close attention to the due dates and put them on your calendar.

1. **Reference Papers (20 points):** Students will complete two (2) reference paper worth 10 points each. The papers must be typed and double-spaced with one-inch margins. The length of around 3-4 pages, not counting the cover page and reference page using 12-point font. For each paper, students will look for 3-5 articles related to the topic in your Group Assignments topic. The articles must have been published in a peer-reviewed journal or another respected news source that is not internet-based only. Students will summarize the article content and comment on the importance of the articles in addressing the issue addressed.
 - a. Paper 1 will address prevalence and scope of the issue.
 - b. Paper 2 will address interventions/prevention programming for your issue.

You may not use websites such as Wikipedia or About.com. All papers will be uploaded to the Webcourses Canvas Turnitin site using the "Assignments" tab.

DUE DATE: 1/27; 2/24;

2. **Two online Quizzes: (20 points):** There will be two quizzes during the semester and will cover discussions, readings, and lectures. The quizzes may contain multiple choice and true/false; each quiz is worth 10 points.

These quizzes will be completed online and will be open for 4 days to be completed within 45 minutes during that time period.

DUE DATES: 3/5 at 11:59pm (opens 3/2); 4/23 at 11:59pm (opens 4/20)

3. **Creative Group Project: Group Presentation (30 points):** Students will be assigned to small groups to explore in depth one aspect of global gender-based violence. Students will create a presentation, and video or other activity, which will be presented in class during the final week of class. Each presentation should include a discussion of potential interventions/prevention with the population of your choice. The presentations ***will take place during the last day of class.*** **Your group will produce one presentation.**

DUE DATE: 4/27

4. **Class Participation and Attendance (30 points):** This is a very interactive class and lively conversations are a must! Whether its South Africa or South Florida or anywhere else in this world, every minute of every day chances are there is some type of victimization and abuse that women are forced to endure; in some cases, their voices are never heard. As social workers, it is our duty by profession, and as put forth in the NASW Code of Ethics, to advocate for equality across the board for women and other marginalized groups. The grade for Class Participation and Attendance is as follows:

- a. **Article Discussion Lead (20 points):** Students in groups of two will be asked to lead the discussion for two (2) articles (10 points each) throughout the course. Students will sign-up for articles at the start of the semester and prepare discussion questions to guide the class discussion on that article. Each pair of students will come up with 5-6 discussion questions as well as a summary of the article's major points and uploaded online these to Canvas before that class.
- b. **Attendance (5 points).** Students will attend all classes. One unexcused absence per semester is allowed.
- c. **Class Participation (5 points).** Students will participate in class discussion including on articles, films and podcasts. Also, included in this is the **Academic Engagement assignment** (1-point). For this assignment, please explain what topic/area of violence against women you are interested in and why. Submit through Canvas. This will be used to help assess your writing skills.

DUE DATE: Friday 1/10

Academic Engagement Assignment	1/10	Online in Canvas
Reference Papers	1/27; 2/24	Online in Canvas
Quizzes (Mid-Term & Final)	3/5 at 11:59pm (opens 3/2); 4/23 at 11:59pm (opens 4/20)	Online in Canvas
Creative Groups Project	4/27	In-Class Group Presentations
Class Participation and Attendance	Over the semester; article discussion led to be determined	Observed & Online in Canvas (discussion questions).

A **final course grade** will be based upon the total number of points/percentage accumulated by a student on the above evaluations.

GRADING SCALE

Grade	Overall Points	Grade Point Value	Grade	Overall Points	Grade Point Value
A	95-100	4.00	C	74-76	2.00
A –	90-94	3.75	C –	70-73	1.75
B +	87-89	3.25	D+	67-69	1.25

B	84-86	3.00	D	64-66	1.00
B –	80-83	2.75	D –	60-63	0.75
C +	77-79	2.25	F	59 points and below	0.00

POLICIES

In addition to the information below, the student should become familiar with the School of Social Work Student Handbook and The Golden Rule Handbook for UCF Students <http://goldenrule.sdes.ucf.edu/>. All policies included in these handbooks apply to this class.

Modification of Syllabus

This syllabus may be modified at the discretion of the instructor. Changes will be discussed with students in class and/or via email. It is the student's responsibility to ensure that the student's Knights email address is current.

Cell phones, iPhones, Social Media, and texting:

- *Students are asked to bring either a 1) phone or 2) lab top/tablet to class.* To create a “green classroom”, course material will not be printed. If you require either printouts of the class material or a lab top for use in class, please see the professor.
- Students are asked to turn off cell phones (which includes **NO** texting!) during class sessions. If you have an emergency, please take the call outside of the classroom or preferably during break.
- Permission to audiotape a class meeting(s) must be obtained from the instructor in advance.
- While the use of laptops is convenient for students to take class notes, it is expected that students WILL NOT engage in other laptop activities during class time that may include: internet activities, reading and responding to email, and using social media. If this should occur, the instructor reserves the right to request that the student not use a laptop during class.

Classroom Decorum: *Respect for others and Internet Etiquette*

This course has room for multiple and diverse perspectives, and it is essential for us to treat each other with respect when opinions are shared. Language should be used which recognizes diversity and is respectful of others. During this course, it may be difficult to disguise references to specific organizations and people, so such information must stay in the classroom. Confidentiality is vital.

- Side conversations are highly discouraged because they distract the class.
- The instructor expects students to respect the culture, values, beliefs and rights of their classmates. During class sessions, alternate points of view are encouraged and should be received by others with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking.

Professional Behavior

Professionalism is a practice behavior that students are expected to demonstrate throughout this course and in the MSW Program. Being respectful is important. Students may not agree with what everyone states, however you are expected to listen and be respectful. Unprofessional behavior will not be tolerated; this includes rude or disrespectful comments via web course tools, interactions with classmates or the instructor; and/or biased or prejudiced language towards any of the populations served by social work. Should a student exhibit unprofessional behavior the instructor will request a meeting with the students involved. Should a disruption continue past the instructor addressing it the first time the student will be referred to the appropriate program director and the Office of Student Conduct.

Attendance and Participation

Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must be prepared for class (i.e., complete readings and other assignments *prior* to class). Make-up exams are not given **ONLY** in extreme circumstances. These circumstances include exceptional health EMERGENCIES (that require that the student bring in medical documentation), and the make-up exam will be an essay exam. Out-of-town vacations, trips, mild illness (such as a cold), and other similar circumstances do not qualify as extreme. The instructor reserves the option to provide a make-up exam in hers or his absence.

Students are allowed to miss one (1) class without in affecting their grade. Additional absences can be excused if the student has a **documented** extraordinary circumstance (student hospitalization; severe illness; death in the family; car accident) preventing the student from coming to class. In that case, the student must present written documentation (emailed) to the instructor. Unexcused absence beyond the one (1) class will result in a 1-point deduction from the attendance grade. **Students who miss three (3) classes regardless of the reason will have their final grade lowered by one letter grade (A- to B+; B to B-, etc.).**

Participation: The Violence Against Women class will use a variety of learning methods which may include lectures, films, and group exercises. Your participation is essential and all students are encouraged to share ideas and questions. Class participation is critical and will comprise part of your final grade. Active participation is encouraged and includes coming to class prepared, critically analyzing the readings and lectures, voicing your thoughts, and reacting respectfully to others.

Attendance during Finals Week: It is university policy that all classes **MUST** meet for either a final exam or a class session.

Written Assignments

Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. APA format, Grammar, punctuation, and spelling are to be correct in all written materials and will be considered in grading written assignments. All writing assignments must be in APA documentation style. References should be included in the APA documentation style. For more information on APA documentation, see learn.ucf.edu/resources/citation/guides.

In addition, all written assignments are to be posted in Canvas on Webcourses. All assignment should be completed in **Microsoft WORD**. Please post only your final draft- as you will only be permitted to post one. Work not conforming to these standards or demonstrating serious deficiencies in common English usage will be returned without a grade and a late grade will be earned. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is located in MOD 608 (near the Communications Building). UWC staff may be reached at (407) 823-2197 or <http://www.uwc.ucf.edu/>. The assignments will emphasize the integration of interviewing, verbal, conceptualization and writing skills in practice. All assignments will be evaluated and graded on the following criteria as well as the criteria provided in the grading rubrics.

1. Appropriate use of APA writing style.
2. Adequate number of references cited.
3. Organization and clarity of ideas presented.
4. Ability to integrate theory and practice appropriately.
5. Ability to use analytical skills throughout the assignment.
6. Creative ways of responding to the instructions beyond the requirements.

Late Assignments

All assignments must be turned in to the instructor through Webcourses Canvas by the due date and time. No assignments will be accepted as an email attachment unless the instructor has given explicit prior approval. Late assignments will receive a deduction of 5% per day. Papers more than one week late will not be accepted. It is the student's responsibility to make arrangements with the instructor regarding late assignments.

Incomplete Grades

Incomplete grades are only granted by the instructor, when the student who has completed most of the course work, attended class regularly and submitted all prior assignments is faced with an exceptional circumstance that prevents the student from taking an exam, a quiz, or submitting the remaining assignments. In those exceptional circumstances (death in the family, student in a car accident, student hospitalization, etc.), the student or a member of the student's family should contact the instructor. Once able, the student will provide the necessary documentation per School and University policies and make arrangements with the instructor for the work to be completed to qualify for an incomplete grade. All work must be completed by the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at: <http://policies.ucf.edu> (under Academic Affairs 4-401.2).

Academic Engagement

All faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, you will complete a brief writing assignment. **Failure to complete the assignment may result in a delay in the disbursement of your financial aid.**

Academic Integrity/Plagiarism

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise, unless specifically authorized by the instructor of record, is unacceptable. The unauthorized possession of examination or course-related material also constitutes cheating. There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. These websites encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students may NOT share/post exam questions on any study website. Students who engage in such activity are in violation of academic conduct standards and will face penalties. If a student has knowledge that this type of material is on such website, they must notify the instructor.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes,

Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own. Paraphrasing is a skill that requires reading information and, using your own thoughts to summarize the information in a way that supports the topic discussed. While the paraphrase involves your own thoughts, it originates from a source and that source is cited. Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (" ") or placed in a block format within the text (per APA style). Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience, and most writing assignments for this course will include a limit to the number of direct quotes you can use.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*: <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the University.

Any acts of plagiarism, *including not acknowledging sources of information appropriately, cutting & pasting, not citing someone else's work correctly, citing an entire page and in accordance with APA guidelines*, may result in a failing grade in the course. School and University policies on academic integrity will be strictly enforced. Students who observe others violate this policy are expected to report this to the instructor. The instructor also adheres to the highest standards of academic integrity, so please do not ask for your grade to be changed without just cause or to bend or break rules for one person that will not apply to everyone.

"There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. These websites encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students may NOT share/post exam questions on any study website. Students who engage in such activity are in violation of academic conduct standards and will face penalties. If a student has knowledge that this type of material is on such a website, they must notify the instructor."

Canvas Turnitin

In this course we will utilize turnitin in Webcourses Canvas. Turnitin is an automated system within Webcourses which instructors can use to quickly and easily compare each student's assignment. After the assignment is processed, the instructor receives a report from turnitin.com that states if and how another author's work was used in the assignment without proper citation or credit. Turnitin will be activated on Webcourses Canvas for you to submit your assignments. The assignment will have a due date and time listed, any assignments turned in after the date and time will not be accepted in Canvas as you will be locked-out. **The Instructor will NOT accept any assignments turned in as an email attachment.** There will be no paper submission, unless requested by the Instructor. For a more detailed look at this process, please visit <http://www.turnitin.com>.

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at:

https://regulations.ucf.edu/docs/notices/5.020ReligiousObservancesNEW_Oct09_000.pdf

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation, should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Diversity and Inclusion

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, political beliefs, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX (Title Nine) prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at

www.shield.ucf.edu

I am a mandated reporter except for matters concerning class material. This means, if you disclose an incident of sexual, domestic, or dating violence (including stalking and trafficking), I will report this to the Title IX office. This does not apply to if you tell me about something during the course of class assignment or discussion (online or in-person). If you need to talk to someone about an incident, please see below for the confidential services offered by victims services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – EO/AA - <http://www.eeo.ucf.edu/> & askanadvocate@ucf.edu
- Confidential victims' services - <http://victimservices.ucf.edu/>
- Disability Accommodation – Student Accessibility Services - <http://sas.sdes.ucf.edu/> & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu
- Student Bias Grievances – Just Knights response team - <http://jkrt.sdes.ucf.edu/>
- UCF Compliance and Ethics Office - <http://compliance.ucf.edu/> & complianceandethics@ucf.edu
- Ombuds Office - <http://www.ombuds.ucf.edu>

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional

assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371, TTY/TDD only phone 407-823-2116). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located go to: <http://www.ehs.ucf.edu/AEDlocations-UCF>
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<[You CAN Survive an Active Shooter \(Links to an external site.\)](#)[Links to an external site.](#)>)

THE UCF CREED

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

- Integrity:** I will practice and defend academic and personal honesty.
- Scholarship:** I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
- Community:** I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
- Creativity:** I will use my talents to enrich the human experience.
-

Schedule:

Please pay close attention to the due dates for all assignments (Date it opens and Date it closes in Canvas). Window of time for each assignment is more than adequate for you to complete your assignments and to turn them in on time. My suggestion is not to wait until the last day to complete the assignment as there will be NO assignments accepted after the due date.

*We will watch a topical video, do an activity, or have a guest speak every week in class; discussions will follow

❖ Module 1: Introduction, History, and Theory of Violence Against Women

Weeks 1 to 3:

Class 1: Introduction to course; History of violence against women movements; Jan. 6

1. The focus and purpose of this course.
2. Introduction to all assignments and expectations.
3. Syllabus overview
4. APA style and citing
5. Reading research articles
6. History of violence against women movement

Activities:

1. Rape and domestic violence myth scales
2. The Empathy Gap. <https://ucf.kanopy.com/video/empathy-gap>
3. Violence against women in the media: Rewrite a song.
<https://www.cnn.com/2019/11/08/entertainment/john-legend-kelly-clarkson-baby-its-cold-outside-remake-trnd/index.html>

Required Reading and Listening:

- Renzetti, Edleson & Kennedy-Bergen: Chapters 1
- Listen. Man In The Window: The Golden State Killer. The Language of Rape 7.
<https://www.stitcher.com/podcast/wonderly/man-in-the-window/e/62306352>
- For background information on this case see: <https://www.latimes.com/california/story/2019-12-17/man-in-the-window-full-coverage>

Assignments:

- [Academic Engagement Assignment; Friday Jan 10](#)

Class 2: Theoretical Frameworks; Jan 13

Activities:

1. The Man Box (Manhood 2.0)
2. What Is This Thing Called Gender? (Manhood 2.0)
3. Tough Guise 2 (Abridged) - Violence, Manhood & American Culture:
<https://ucf.kanopy.com/video/tough-guise-2?pos=3>

Required Reading and Listening:

- Heise, Lori L. (1998). Violence against women: An integrated, ecological framework. *Violence Against Women*, 4(3): 262-283.
- Hunnicutt, G. (2009). Varieties of patriarchy and violence against women: Resurrecting “patriarchy” as a theoretical tool. *Violence Against Women*, 15(5), 553-573. (PEER LED)

- Sanday, P. R. (1981). Socio-cultural context of rape: a cross-cultural study. *Journal of Social Issues*, 37(4), 5-27. doi:10.1111/j.1540-4560.1981.tb01068.x (PEER LED)
- Listen: Scene on Radio: MEN. Episode 47: Dick Move (MEN, Part 1).
<http://www.sceneonradio.org/episode-47-dick-move-men-part-1/>

NO CLASS MONDAY JAN 20TH FOR MLK DAY

Class 3: Dynamics of violence against women; Power and control wheel; Intersectionality; Jan 27

Activities:

1. Power and Control Wheel
2. Healthy Relationship Wheel
3. Power and Control: Domestic Violence in America <https://ucf.kanopy.com/video/power-and-control>

Required Reading and Listening:

- Crenshaw, K. (1997). Intersectionality and identity politics: Learning from violence against women of color. In M. L. Shanley & U. Narayan (Eds.), *Reconstructing political theory: Feminist perspectives* (pp. 178-193). University Park, PA: The Pennsylvania State University Press.
- Rafferty, Y. (2013) International Dimensions of Discrimination and Violence Against Girls: A Human Rights Perspective. *Journal of International Studies*, 14(1), 1-23. (PEER LED)
- Ono, E. (2013). Violence against racially minoritized women: Implications for social work. *Affilia: Journal of Women and Social Work*. 28(4), 458-467. (PEER LED)
- Listen: Scene on Radio: MEN. Episode 50: Feminism in Black and White (MEN, Part 4).
<http://www.sceneonradio.org/episode-50-feminism-in-black-and-white-men-part-4/>
OR
On the Media. Understanding the Terror of Domestic Violence.
<https://www.wnycstudios.org/podcasts/otm/segments/understanding-terror-domestic-violence>

Assignments:

- [Reference Paper 1; Monday Jan 27](#)

❖ Module 2: Types of Violence Against Women

Weeks 4 to 6:

Class 4: Intimate Partner Violence; Feb. 3

Activities:

1. In Her Shoes
2. Family Violence: <https://video-alexanderstreet-com.eu1.proxy.openathens.net/watch/family-violence>

Required Reading and Listening:

- Renzetti, Edleson & Kennedy-Bergen: Chapters 5
- Jewkes, R. (2002). Intimate partner violence: causes and prevention. *The Lancet*, 359(9315), 1423-1429. doi:https://doi.org/10.1016/S0140-6736(02)08357-5 (PEER LED)
- Bent-Goodley, T. B. (2005). An African-centered approach to domestic violence. *Families in Society: The Journal of Contemporary Social Services*, 86(2), 197-206. (PEER LED)
- Listen: Reveal. The secret list of convicted cops. <https://www.revealnews.org/episodes/>
OR
BBC. Russian Women Fight Back. <https://www.bbc.co.uk/programmes/m000bg37>

Class 5: Sexual Violence; Sexual Harassment; Feb. 10

Activities:

1. Invisible War: <http://www.documentarytube.com/videos/the-invisible-war>
2. [Consent Tea](#)
3. Sexual harassment analysis of cases: Harvey Weinstein; Louis C.K.; Matt Lauer; Tony Robbins; Les Moonves; Charlie Rose; Mario Batali. <https://www.glamour.com/gallery/post-weinstein-these-are-the-powerful-men-facing-sexual-harassment-allegations>
4. ProtectOurDefenders. The Epidemic of Military Rape. <https://www.youtube.com/user/ProtectOurDefenders>

Required Reading and Listening:

- Renzetti, Edleson & Kennedy-Bergen: Chapters 4
- Ullman, S. E., & Peter-Hagene, L. (2014). Social reactions to sexual assault disclosure, coping, perceived control, and PTSD symptoms in sexual assault victims. *Journal Of Community Psychology*, 42(4), 495-508. (PEER LED)
- Dartnall, E., & Jewkes, R. (2013). Sexual violence against women: The scope of the problem. *Best Practice & Research Clinical Obstetrics & Gynecology*, 27, 3-13. doi:10.1016/j.bpobgyn.2012.08.002 (PEER LED)
- Listen. Reveal. Case cleared (part 1). <https://www.revealnews.org/episodes/case-cleared-part-1/>
OR
60 Minutes. Chanel Miller reads her entire victim impact statement. <https://www.youtube.com/watch?v=qK28Powy4ZQ>

Class 6: Trafficking; Cyber Violence; Feb. 17**Activities:**

1. Guest Speaker: Erica R. Fissel, Ph.D.; Assistant Professor; Department of Criminal Justice; University of Central Florida.
2. Pimps and traffickers prey on vulnerable Rohingya girls: <https://www.pbs.org/newshour/show/pimps-and-traffickers-prey-on-vulnerable-rohingya-girls>
3. Sex Slaves: <https://ucf.kanopy.com/video/sex-slaves>
4. Inside the Torturous Fight to End Revenge Porn. https://video.vice.com/en_uk/video/inside-the-torturous-fight-to-end-revenge-porn/56a6d5fd2a29404f6b2409c6
5. "Faces of Human Trafficking"
https://ovc.ncjrs.gov/humantrafficking/publicawareness.html?utm_source=newsfromovc&utm_medium=email&utm_content=eblast4_2020-01-29&utm_campaign=htpm2020

Required Reading and Listening:

- Renzetti, Edleson & Kennedy-Bergen: Chapters 9
- Hodge, D.R. & Lietz, C.A. (2007). The international sexual trafficking of women and children: A review of the literature. *Affilia: Journal of Women and Social Work*, 22(2), 163-174. (PEER LED)
- Henry, N., & Powell, A. (2016). Technology-Facilitated Sexual Violence: A Literature Review of Empirical Research. *Trauma, Violence & Abuse*. (PEER LED)
- Listen: Reply All. #119 No More Safe Harbor. <https://gimletmedia.com/shows/reply-all/o2ho97>
OR
BROKEN: Jeffrey Epstein. S1 E4: Where the Strings Are. <https://www.stitcher.com/podcast/sony-music-podcasts/broken-jeffrey-epstein/e/64497040>

Module 3: Marginalized Populations and Violence Against Women**Weeks 7-9**

Class 7: FGM; Rape as a Weapon of War; Feb 24

Activities:

1. Guest speaker: Alfredo Gonzalez, UCF Peace Corps Campus Recruiter
2. The Cut: Exploring FGM. <https://www.aljazeera.com/programmes/aljazeeracorrespondent/2017/10/cut-exploring-fgm-171002112108882.html>
3. DRC: Rape as a Weapon of War. https://video.vice.com/en_uk/video/drc-rape-as-a-weapon-of-war/571a790731aefdc664a4e166

Required Reading and Listening:

- Annan J, Brier M. The risk of return: Intimate partner violence in Northern Uganda's armed conflict. *Social Science & Medicine*. 2010; 70: 152–159.
- Anderson, S. H. A., Rymer, J., Joyce, D. W., Momoh, C., & Gayle, C. M. (2012). Sexual quality of life in women who have undergone female genital mutilation: A case-control study. *An International Journal of Obstetrics and Gynecology*. DOI: 10.1111/1471-0528.12004. (PEER LED)
- Milillo, D. (2006). Rape as a Tactic of War: Social and Psychological Perspectives. *Affilia*, 21(2), 196-205. doi:10.1177/0886109905285822, (PEER LED)
- Listen: Caliphate. Chapter Nine - **Part Two**. Prisoners. <https://www.nytimes.com/interactive/2018/podcasts/caliphate-isis-rukmini-callimachi.html>

Assignments:

- [Reference Paper 2; Monday Feb 24](#)

Class 8: Refugees, asylees, and immigrants; March 2

Activities:

1. Guest Speaker: Asli Cennet Yalim, PhD. Assistant Professor. University of Central Florida School of Social Work
2. Immigrant Women Especially Vulnerable to Sexual Harassment in the Workplace: <https://www.youtube.com/watch?v=dUoLqO8uwSs>
3. Rape On The Night Shift: <http://www.pbs.org/video/rape-night-shift-update-456iii/>

Required Reading and Listening:

- International Rescue Committee. Private Violence, Public Concern: Intimate Partner Violence in Humanitarian Settings, Practice Brief. January 2015.
- Erez, E., Adelman, M., & Gregory, C. (2009). Intersections of immigration and domestic violence: Voices of battered women. *Feminist Criminology*, 4(1), 32-56. (PEER LED)
- Pavlish, C. & Ho, A. (2009). Pathway to social justice: research on human rights and gender-based violence in a Rwandan refugee camp. *Advances in Nursing Science* 32 (2), 144-157. (PEER LED)
- Listen: The Daily. The Narrowing Path to Asylum. <https://www.nytimes.com/2018/06/14/podcasts/the-daily/united-states-asylum-domestic-violence.html>
OR
Reveal. #MeToo: Rape on the Night Shift. <https://www.revealnews.org/episodes/metoo-rape-on-the-night-shift/>

Assignments:

- [Quiz 1; March 5 at 11:59pm \(opens March 2\)](#)

SPRING BREAK NO CLASS MARCH 9

Class 9: LGBTQ and Violence; March 16

Activities:

1. A Backlash Against Our Existence”: Laverne Cox Speaks Out on Violence Against Trans Women of Color. https://www.democracynow.org/2019/10/7/laverne_cox_violence_trans_women_of
2. LGBT DV Beyond the Wheel: Tactics of Abuse
3. Trans-Specific Power and Control Tactics

Required Reading and Listening:

- Todahl, J.F. et. al. (2009). Sexual assault support services and community systems: Understanding critical issues and needs in the LGBTQ community. *Violence Against Women*, 15(8), 952-976.
- Edwards, K. M., Sylaska, K. M., & Neal, A. M. (2015). Intimate partner violence among sexual minority populations: A critical review of the literature and agenda for future research. *Psychology of Violence*, 5(2), 112–121. <http://doi.org/10.1037/a0038656>. (PEER LED)
- Listen: The Cut on Tuesday. When a Dream Relationship Becomes a Nightmare. <https://www.thecut.com/2019/11/the-cut-on-tuesdays-when-a-relationship-becomes-a-nightmare.html>

Module 4: Responses and Interventions for Violence Against Women**Weeks 10-15****Class 10: Interventions for violence against women; Advocacy; Criminal justice; March 23****Activities:**

1. Private Violence. https://www.youtube.com/watch?v=62Qq_nHrboA
2. Module 3: Responding to Sexual Violence, How Can I Assist? <https://moodle.publichealth.arizona.edu/course/view.php?id=89#section-2>
3. DV Scenarios –Response Exercise: https://www.bc.edu/content/dam/files/centers/humanrights/pdf/DV_Training_Resource_Guide.pdf

Required Reading and Listening:

- Renzetti, Edleson & Kennedy-Bergen: Chapters 10
- Garcia, Garcia, & Lila (2014). Male Police Officers’ Law Enforcement Preferences in Cases of Intimate Partner Violence Versus Non-Intimate Interpersonal Violence: Do Sexist Attitudes and Empathy Matter? *Criminal Justice and Behavior*, 41(10), 1195-1213. (PEER LED)
- Danis, F.S. (2003). The criminalization of domestic violence: What social workers need to know. *Social Work*, 48(2), 237-246. (PEER LED)
- Listen: This American Life. Anatomy of Doubt. <https://www.thisamericanlife.org/581/anatomy-of-doubt>
OR
- The Daily. The Harvey Weinstein Case, Part 1. <https://www.nytimes.com/2020/01/09/podcasts/the-daily/harvey-weinstein-trial.html>

Class 11: Interventions for violence against women; Medical interventions; Risk assessments; March 30**Activities:**

1. "The man who restores women - The wrath of Hippocrates"
<https://www.youtube.com/watch?v=xJH4VA0U01I>
2. Risk assessment exercise

3. This Is What It's Like to Be a Nurse Who Treats Sexual Assault Survivors.
<https://rightasrain.uwmedicine.org/well/stories/what-its-be-nurse-who-treats-sexual-assault-survivors>

Required Reading and Listening:

- Renzetti, Edleson & Kennedy-Bergen: Chapters 15
- Tol WA, Stavrou V, Greene MC, Mergenthaler C, van Ommeren M, García Moreno C. Sexual and gender-based violence in areas of armed conflict: a systematic review of mental health and psychosocial support interventions. *Conflict and Health* 2013; 7 (16): 1-9. Available at <http://www.conflictandhealth.com/content/7/1/16> (PEER LED)
- Guedes, A. (2002). Gender-based violence, human rights, and the health sector: Lesson from Latin America. *Health and Human Rights*, 18 (2), 177-193. (PEER LED)
- Listen: The Cut. The Only Memory I Had Was Getting Into the Car.
<https://www.thecut.com/2019/10/the-cut-on-tuesdays-the-story-of-a-lyft-ride-gone-wrong.html>

Class 12: Prevention; Bystander and other campus interventions; April 6

Activities:

1. Guest speaker: Green Dot Team. Green Dot University of Central Florida.
2. ["Not Alone" The First Report of the White House Task Force to Protect Students From Sexual Assault](#)
3. NSVRC, PCAR. Guide for Transformative Prevention Programming: Sexual Violence & Individuals who Identify as LGBTQ. 2012.
4. The Bystander Moment - Abridged Version: <https://ucf.kanopy.com/video/bystander-moment>

Required Reading and Listening:

- Banyard, V. (2014). Improving College Campus-Based Prevention of Violence Against Women: A Strategic Plan for Research Built on Multipronged Practices and Policies. *Trauma Violence & Abuse*, 15(4), 339-351. (PEER LED).
- Casey, E. A. & Lindhorst, T. P. (2009). Toward a multi-level, ecological approach to the primary prevention of sexual assault: Prevention on peer and community contexts. *Trauma, Violence & Abuse*, 10(2), 91-114. (PEER LED).
- Listen: BBC. The Bystander Effect: are we all guilty? <https://www.bbc.co.uk/sounds/play/p06xjw8n>

Class 13: Understanding Perpetrators; Engaging Men; April 13

Activities:

1. Guest speaker: Jacqueline Woerner, PhD; Assistant Professor; Department of Sociology & Department of Psychology; Violence Against Women Faculty Cluster; University of Central Florida
2. Mother Jones. Can Domestic Abusers Be Cured? <https://www.motherjones.com/crime-justice/2019/05/batterer-intervention-programs-domestic-violence-treatment/>
3. NPR. Why I Used To Hit Women. <https://www.npr.org/2014/09/16/348800120/why-i-used-to-hit-women>
4. 'Set the Expectation' encourages men to end sexual violence. <https://www.abc57.com/news/set-the-expectation-end-sexual-assault>
<https://settheexpectation.org/get-involved>

Required Reading and Listening:

- Renzetti, Edleson & Kennedy-Bergen: Chapters 14
- Silvergleid, C. S., & Mankowski, E. S. (2006). How batterer intervention programs work: Participant and facilitator accounts of processes of change. *Journal of Interpersonal Violence*, 21(1), 139-159. (PEER LED)

- Carlson, J., Casey, E., Edleson, J. L., Tolman, R. M., Walsh, T. B., & Kimball, E. (2015). Strategies to engage men and boys in violence prevention: A global organizational perspective. *Violence Against Women*, 21(11), 1406-1425. (PEER LED)
- Listen: The Takeaway. Want to Fight Rape Culture? Start With Men.
<https://www.wnycstudios.org/podcasts/takeaway/segments/seeing-sexual-harassment-and-violence-mens-issue>
 OR
 Scene on Radio: MEN. Episode 57: Domination (MEN, Part 11).
<http://www.sceneonradio.org/episode-57-domination-men-part-11/>

Class 14: Policy & Organizing: #MeTo & VAWA; April 20

Activities:

1. Guest Speaker: Matt Ricke, M.S.; Assistant Director / Title IX Coordinator; Office of Institutional Equity; University of Central Florida
2. Times. Survivors Used #MeToo to Speak Up. A Year Later, They're Still Fighting for Meaningful Change. <https://time.com/5401638/silence-breakers-one-year-later-2/>
3. Women's March WASHINGTON DC: <https://www.cnn.com/videos/politics/2017/01/23/womens-march-on-washington-organizers-behind-the-scenes.cnn>
4. TED. Me Too is a Movement Not a Moment.
https://www.ted.com/talks/tarana_burke_me_too_is_a_movement_not_a_moment?language=en

Required Reading and Listening:

- Modi, M. N., Palmer, S., & Armstrong, A. (2014). The role of Violence Against Women Act in addressing intimate partner violence: A public health issue. *Journal of Women's Health* (15409996), 23(3), 253-259. doi:10.1089/jwh.2013.4387 (PEER LED)
 - Ingram, M., McClelland, J., Martin, J., Caballero, M. F., Mayorga, M. T. & Gillespie, K. (2010). Experiences of immigrant women who self-petition under the Violence Against Women Act. *Violence Against Women*, 16(8), 858-880. (PEER LED)
 - Listen: The Daily. Keeping Harvey Weinstein's Secrets, Part 1.
<https://www.nytimes.com/2019/09/18/podcasts/the-daily/harvey-weinstein-lisa-bloom.html>
 - If you want to listen to Part 2, it can be found here:
<https://www.nytimes.com/2019/09/19/podcasts/the-daily/harvey-weinstein-gloria-allred.html>
- OR
- Without Fail. The Woman Who Took On Larry Nassar and USA Gymnastics.
<https://gimletmedia.com/shows/without-fail/emh266>

Assignments:

- [Quiz 2; April 23 at 11:59pm \(opens April 20\)](#)

WEEK 15: CREATIVE GROUP PROJECT PRESENTATIONS. April 27

Assignments:

- [Creative Groups Project presentations](#)

Other Suggested Reading

- Abbassi, A., & Aslinia, S. (2010). Family Violence, Trauma, and Social Learning Theory. *Journal of Professional Counseling: Practice, Theory and Research*, 38(1), 16-27.
- Ahmed, L. (2005). The veil debate- Again in F. Nouraie-Simone (Ed). On shifting ground: Muslim women in the global era. New York: The Feminist Press at CUNY.
- Ainsworth, S.E., & Maner, J.K. (2012). Sex Begets Violence: Mating Motives, Social Dominance, and Physical Aggression in Men. *Journal of Personality & Social Psychology*, 103(5), 819-829.
- Ali, P., & Naylor, P.B. (2013). Intimate Partner Violence: A narrative review of the biological and psychological explanations for its causation. *Aggression & Violent Behavior*, 18(3), 373-382.
- Anderson, Fallin, & Al-Modallal (2014). Workplace Violence Experiences of Homeless Women and Women Residing in Battered Women's Shelters. *Affilia: Journal of Women and Social Work*. Vol. 29(1) 56-65.
- Balsam, K. F., Rothblum, E. D., Beauchaine, T. P. (2005). Victimization over the life span: A comparison of lesbian, gay, bisexual, and heterosexual siblings. *Journal of Consulting and Clinical Psychology*, 73(3), 477-487.
- Buttell, F., Muldoon, J., & Carney, M. (2005). An Application of Attachment Theory to Court-Mandated Batterers. *Journal of Family Violence*, 20(4), 211-217.
- Cockburn, C. (2004). The Continuum of Violence: A gender perspective on war and peace in W. Giles and J. Hyndman (Eds.). Sites of violence: Gender and Conflict Zones. Berkeley: University of California Press.
- Collins, P. H. (2013). *On intellectual activism*. Philadelphia: Temple University Press.
- Davis, A. Y. (2012). *The meaning of freedom and other difficult dialogues*. San Francisco: City Lights Books.
- Foley, L. A., Evancic, C., Karnik, K., King, J., & Parks, A. (1995). Date Rape: Effects of race of assailant and victim and gender of subjects on perceptions. *Journal of Black Psychology*, 21(1), 6-18.
- Hatcher, W., & Radpour, M. (2003). Overcoming Violence against Women and Girls: The International Campaign to Eradicate a Worldwide Problem. Boulder: Rowman & Littlefield Publishers, Inc.
- Hillman, E. L., (2009). Front and center: Sexual violence in the U.S. Military law. *Politics and Society*, 37(1), 101-129.
- Humphreys, C. (2007). A health inequalities perspective on violence against women. *Health and Social Care in the Community* 15(2), 120-127.
- Johnson, H., Ollus, N., & Nevala, S. (2007). Violence Against Women: An International Perspective. New York: Springer.
- Magar, V. (2003). Empowerment approaches to gender-based violence: Women's courts in Delhi slums. *Women's Studies International Forum*. Vol. 26 (6).
- Mohanty, C. T. (2003). *Feminism without borders: Decolonizing theory, practicing solidarity*. Durham: Duke University Press.

- Murphy, P. & Smith, C. (2009). *Women's Global Health and Human Rights*. Sudbury: Jones & Bartlett Publishers.
- Norsworthy, K. (2003). Understanding violence against women in Southeast Asia: A group approach in social justice work. *International Journal for the Advancement of Counseling* 25(2), 145-156.
- O'Toole, L., Schiffman, J., & Kiter Edwards, M. (2007). *Gender violence: Interdisciplinary perspectives*. New York: New York University Press.
- Pittaway, E., Bartolomei, L., & Rees, S. (2007). Gendered dimensions of the 2004 tsunami and a potential social work response in post-disaster situations." *International Social Work* 50(3), 307-319.
- Sathiparsad, R. (2008). Developing alternative masculinities as a strategy to address gender-based violence. *International Social Work* 51 (3), 348-359.
- Scully, P. (2010). Expanding the concept of gender-based violence in peace-building and development. *Journal of Peace-Building & Development* 5 (3), 21-33.
- Smith, B. N., Shipherd, J. C., Schuster, J. L., Vogt, D. S., King, L. A., & King, D. W. (2011). Posttraumatic stress symptomology as a mediator of the association between military sexual trauma and post-deployment physical health in women. *Journal of Trauma & Dissociation*, 12(3), 275-289.
- Snyder, J. A., Fisher, B. S., Scherer, H. L., & Daigle, L. E. (2012). Unsafe in the camouflage tower: Sexual victimization and perceptions of military academy leadership. *Journal of Interpersonal Violence*, 27(16), 3171-3194.
- Swank, E., & Fahs, B. (2014). Predictors of Feminist Activism among Social Work Students in the United States. *Social Work Education*, 33(4), 519-532.