I. Catalog Course Description

This course examines the definitions, scope, and impact of violence and abuse in adulthood. The spectrum of theories and conceptual frameworks used to explain violence are explored. In particular, the course focuses on the prevalence, etiology, myths, and dynamics of intimate partner violence (IPV), sexual violence, trafficking, and elder abuse. Perspectives on working with both victims/survivors and perpetrators are presented, with an understanding of the role of culture and environmental context. The course includes a review of the conceptual frameworks used to guide current services, interventions, prevention efforts, and policies aimed at remedying and eliminating violence in our society. A special emphasis is placed on the advocacy role of the social worker in creating social change. Prerequisite for this course is completion of the foundation year.

II. Course Overview

This course will examine the definitions and scope of violence and abuse in adulthood in today's society. In particular, the course focuses on the prevalence, etiology, myths, and dynamics of intimate partner violence (IPV), sexual violence, trafficking, and elder abuse. Perspectives on working with both victims/survivors and perpetrators are presented.

Particular emphasis will be placed on understanding of the role of culture and environmental context in the perpetration of and response to abuse in adulthood, including analysis of micro, mezzo and macro level factors. Conceptual frameworks used to guide current services, interventions, prevention efforts to address violence in our society will be reviewed.
Content on social action, social justice, advocacy and influencing the political and administrative processes is a significant feature of the course. Information is included on the legislative process, and the expanding role of victims/survivors, coalitions, victim advocates, and social workers in influencing the process.

III. Place of Course in Program

This course is an elective. Prerequisites include successful completion of HBSE.

IV. Program Level Learning Goals and the Council of Social Work Education’s Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE’s accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will assist students in developing the following competencies:

Competency 3: Advance human rights and social, economic and environmental justice.

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.
Compeantry 4: Engage in research-informed practice and practice-informed research.
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:
• use practice experience and theory to inform scientific inquiry and research;
• apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
• use and translate research evidence to inform and improve practice, policy, and service delivery.

Compeantry 5: Engage in policy practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:
• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
• assess how social welfare and economic policies impact the delivery of and access to social services;
• apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

V. Course Learning Goals
Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses research informed practice, policy analysis skills and development of human rights and social, economic and environmental justice competencies through the study of violence and abuse in adulthood.

Upon completion of this course, students will be able to:
1. Describe, critically analyze and apply a variety of theories, conceptual frameworks and research used to explain violence and abuse in adulthood

2. Recognize the individual, contextual and environmental factors influencing the occurrence of violence and abuse in adulthood, including the role of culture and community

3. Identify an awareness of how to engage with individuals, communities, or organizations experiencing violence in a culturally sensitive and empowering way

4. Examine current trends in service delivery to victims/survivors and perpetrators of adulthood violence and abuse, including interventions, prevention efforts, and policies.

5. Describe and analyze the critical role of social workers to serve as advocates in promoting social change and social and economic justice to remedy and prevent abuse and violence in our society

VI. School of Social Work Mission Statement and School Wide Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengthens individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

VII. Required Texts and Readings

There is no one textbook that is adequate for our purposes, given the breadth of our work on family violence in this class. For this reason, we are going to be reading from a wide range of interdisciplinary books and journals. For each week, you are required to select and read up to THREE articles. Some weeks there are required readings, and other weeks you can choose which articles are of particular interest to you.
To access the readings, go to Canvas (see section later in syllabus), which can be accessed at https://onlinelearning.rutgers.edu/canvas. Readings are listed in alphabetical order by author’s name under the appropriate topic.

Other required readings (separate from textbook) are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course. To find your readings:

Click on the “Reading List” tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media).

For further instructions please click here for a video tutorial

**VIII. Course Requirements**

**Attendance.** You should complete the course modules according to the course outline. You are expected to complete readings, discussions, and assignments according to the course outline and due dates found in each module’s activity table and the course syllabus. Faculty are able to view your activity in Canvas (including your time spent in module threads, listening or viewing podcasts and screencasts, etc.) to ensure you are staying actively involved in the course. Please remember that students should spend the equivalent amount of time for online classes that they spend for on-the-ground classes. Students in on-the-ground classes meet for 2.5 hours per week, plus additional time for completing reading and assignments. Online students should figure the same.

**Canvas.** Canvas is a course management program designed to aid in the communication and dissemination of course information and materials. These materials include the syllabus, assignments, and PowerPoint handouts. Additionally, there are links to websites, an online gradebook, and opportunities to e-mail the instructor and your classmates (without knowing their e-mail address).

All correspondence, including submission of assignments and e-mail communications, will be conducted through Canvas. Please ensure that the e-mail registered with the University is the e-mail you want to use for your correspondence. For technical help 24 hours a day / 7 days a week, please contact help@oit.rutgers.edu.

To find your course, go to canvas.rutgers.edu Your **Rutgers NetID** and password are the standard login credentials needed to access your courses.

**Netiquette.** Please remember that communicating online should not be any different from when you communicate in a face to face class. Please refrain from using internet slang, abbreviations and acronyms as not everyone will know them. All communication should be courteous and professional.
Here are some netiquette tips:
1. In all of your interactions, remember there is a person behind the written post.
2. Pause and reflect on a post that is uncomfortable before responding. Consider the root of your emotional reaction.
3. Remember, we are discussing ideas and disagreements that are not personal in nature. Take care in crafting your response to demonstrate your disagreement with the idea, not the person.
4. Do not participate in "flaming." Flaming is the use of inflammatory comments that are hostile and insulting and do not contribute to the learning process. Choose not to respond to "flames" to support a better learning experience for everyone.
5. Be careful with humor and sarcasm. Because the visual cues are absent, many people cannot tell if your comments are meant seriously or facetiously.
6. Contribute to a meaningful discussion by presenting your "best self" in the course environment: Take the time to explain your ideas respectfully and completely. However, also keep brevity in mind. You want to make your point clearly, but also make it concisely.
7. If a peer misinterprets your meaning, acknowledge this without being rude or defensive. It can be challenging to communicate some ideas in writing. This is your opportunity to practice clarifying your ideas to others.
8. Do not post in all caps. This is the equivalent of SHOUTING at someone and is not acceptable.

**Respect for others.** The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews.

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.

**Course assignments:**

More details are provided in the Course Home section on the Canvas website. All assignments are to be electronically posted in the Digital Drop Box on Canvas no later than 11:59 pm EST on the due date. Please save all of your assignments with the same document name: last_name_assignment.doc. (E.g. McMahon_RA1.doc.) All assignments MUST be compatible with Microsoft Word. It is the student’s responsibility to ensure that assignments left in the digital dropbox can be retrieved and read by the instructor. Once graded, I will post your assignment in Canvas and then send an e-mail indicating that your graded paper is posted.

Please note: All assignments submitted must include the following at the end of the paper:
1. **Participation:** You are expected to be active contributors to our online learning community throughout the semester by completing activities in each module. In general, activities will include some combination of the following:

**Worksheets/Activities/Quizzes:** These are designed to help you engage more fully with the materials. They are presented after video and/or written lectures and are to be completed on your own. Students who submit them to the instructor in a timely fashion and who demonstrate an earnest attempt to complete the worksheet will receive credit.

**Required Discussions:** Each module includes 1–2 questions for the class to discuss. You are expected to post a thoughtful thread in response. Please refer to the Discussion Guidelines and Grading Rubric and to the "Netiquette" section below for more information.

**Self-Assessments:** At the end of each module, you will be asked to rate yourself on core learning objectives. This information is shared with the instructor only.

2. **Critical Analysis Papers.** Students will complete two (2) 4–5 page papers which critically analyze the topic areas covering 6 articles chosen from the readings. See Critical Analysis Paper Guidelines for more information.

3. **Activist Activity Paper.** Students will take one action to work against abuse and violence; whether writing a letter to congress, submitting a letter to the editor, posting a blog, hosting a movie night with roommates or family to raise awareness, etc. Students will research the social problem being addressed and explain how their chosen activity addressed this problem in 6–7 pages. See Activist Activity Guidelines for details.

4. **Activist Activity Presentation.** During the last module of the class, students will provide a brief video presentation of their activist project. Students will also comment on their classmates’ projects and answer questions from classmates about their own projects. See Activist Activity Guidelines for details.

### Grading

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<thead>
<tr>
<th>Activity</th>
<th>Value:</th>
<th>Due Date:</th>
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<tbody>
<tr>
<td>Participation</td>
<td>25%</td>
<td>All Classes</td>
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<tr>
<td>Critical Analysis Papers</td>
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<td>Activist Activity</td>
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<td>TOTAL</td>
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Grading for this MSW course is as follows:

- 92-100 =  A  
- 82-86 =  B  
- 70-76 =  C  
- 87-91 =  B+  
- 77-81 =  C+  
- 0-69 =  Failed (F)

*Scores to be rounded up at .5*

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc. Work is completed by due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to own proposed project. Work must be organized and conform to accepted standards of writing. Work is completed by the due date.

B = Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling, punctuation, etc. Work is completed by the due date.

C+ = Acceptable work but some disorganization and lack of critical analysis.

C = Reveals greater problems in applying the concepts and techniques to own work, and fails to cover some important point(s). Some problems in organizing and presenting written materials.

The quality of the writing as well as the content is important, so students should check spelling and grammar as well as sentence and paragraph construction. It is a very good idea to write a draft of your papers and then make an outline of your draft before preparing final versions. This helps assure that your paper is flowing in a coherent manner and that you are effectively making and supporting your main points.

Written work should meet basic standards of writing proficiency and should conform to accepted standards of citation. The format found in the Publication Manual of the American Psychological Association (APA) should be used for all papers. If you are unsure of how to cite sources, please see the instructor. Remember that plagiarism is a serious offense and violates the standards for academic integrity. Written assignments are graded based on the following criteria:

- thoroughness and completeness of content;
- clarity and logic of presentation;
- evidence of critical thought;
- quality of writing.
Late Assignments: All assignments are due at the beginning of class on the date assigned. Grades will be reduced by 2 points per day if the assignment is late or incomplete. (Exceptions will be made only in extreme circumstances and must be approved by the instructor PRIOR to the due date.) If a due date conflicts with a religious observance, please consult with the professor prior to the assignment’s due date.

Incomplete grades: Incompletes will only be granted at the discretion of the instructor under special circumstances. It is the student’s responsibility to request an Incomplete from the instructor before the end of the semester. A request signed by the student and the faculty member must be on file when grades are submitted.

IX. Library Resources

Library Research Assistance

Julia Maxwell is the social work the social work librarian on the New Brunswick Campus julia.maxwell@rutgers.edu
Natalie Borisovets is at Newark, Dana Library natalieb@rutgers.edu973-353-5909
Katie Anderson is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830. They are all available to meet with students.

Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

All MSW SSW students (New Brunswick, Camden, Newark, Intensive Weekend, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.
https://rlc.rutgers.edu/student-services/writing-tutoring

Newark Campus

The Newark writing center is available for MSW students on the Newark campus by appointment.
http://www.ncas.rutgers.edu/writingcenter

Additional Online Resources

APA Style
All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association, 7th* edition (2020). It can be purchased at [APA Manual 7th Edition](https://www.apa.org/store/). The Purdue OWL website also provide assistance with APA style [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

The Rutgers University library system contains a very impressive collection of resources and materials that will be of great assistance to you as you complete assignments for this class and your other graduate courses. Many of these materials can be accessed on-line. The university librarians offer free tutorials on using the in-library services and on-line search tools; understanding how to navigate these tools is vital for ensuring timely, thorough, and proficient completion of the assignments for this course.

Some library tools that may be of particular relevance to this course. Under the main library website, check out the following:

a. *The Electronic Reference Sources* under the **Reference** link. You can find on-line links for the APA Style Manual, assistance with grammar and writing, and many other useful connections under (see Style Manuals).

b. *Subject Research Guides* under the **Research Resources** link. The *Social Work* category contains links to *Government Resources* (state and federal websites relevant to policy research) and numerous other resource sites and reference collections.

c. *RefWorks*, a web-based bibliography and citation manager.

**X. Course Evaluation**

Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester; all answers are confidential and anonymous. An additional mid semester evaluation may be distributed.

You are also encouraged to provide me with feedback on the course content and format during each class session, as well as during my office hours: Are the material and concepts presented in a clear manner? Is adequate time being given to individual topics? Are different learning styles being accommodated?

**XI. Academic Integrity Policy**

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](https://www.rutgers.edu/library/services/academic-integrity) in its’ entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity
require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“**Plagiarism**: Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution: Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.”

“**Cheating**: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student’s work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one’s place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one’s own work a term paper or other assignment prepared, in whole or in part, by someone else.”

**Use of artificial intelligence (AI)** such as ChatGPT is only permitted to help you brainstorm ideas and see examples, unless otherwise directed by your instructor. All material submitted in
the course must be your own as per the Academic Integrity policy.

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW’s Academic Integrity Facilitator (Patricia Findley at pfindley@ssw.rutgers.edu). The AIF deciding the case (the “adjudicator”) shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see RU Academic Integrity Policy and Procedures for Adjudicating Academic Integrity Violations.

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.

XII. Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

XIII. Other Resources

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students’ academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 848.932.1181, http://vpva.rutgers.edu. Services are free and confidential and available 24 hrs/day, 7 days a week.
XVI. Course Content and Reading Assignments

Session One:

Topic: Introduction, What is Violence?

Session Two:

Topic: Theoretical explanations for violence - overview and individual level theories

Readings:

Required:


Select one of the following articles to read:


### Session Three:

**Topic:** Theoretical explanations: socio-cultural theories  
**Readings:**  
**Required:**  


**Recommended**


### Session Four:

**Topic:** Theoretical explanations: Activism and Social Change  
**Readings:**  
**Required:**  


**Recommended:**


Session Five:

**Topic:** Hate Crimes

**Readings:**
Select two of the following:


Hein, L. C., & Scharer, K. M. (2013). Who cares if it is a hate crime? Lesbian, gay, bisexual, and transgender hate crimes—mental health implications and interventions (Links to an external site.). *Perspectives In Psychiatric Care, 49*(2), 84–93


Park, H. and Mykhyalyshyn, I. (2016, June 16). L.G.B.T. people are more likely to be targets of hate crimes than any other minority group. (Links to an external site.) The New York Times.


Session Six:

Topic: Intimate Partner Violence: Theoretical frameworks and definitions

Readings:

Required:


"Why I Stayed Tweets (Links to an external site.)"

Select two of the following:


Nianias, H. (2016, February 20). As rental prices rise, women stay in bad relationships to survive (Links to an external site.).


abuser, and the decision to return to her abuser (Links to an external site.). *Journal of Interpersonal Violence*, 27(16), 3195–3212.

**Session Seven:**

**Topic:** Intimate Partner Violence: Impact and Intersectionality

**Readings:**

Read any *three* articles from the following list:


de La Rosa, I., Barnett-Queen, T., Messick, M., & Gurrola, M. (2016). *Spirituality and resilience among Mexican American IPV survivors.* (Links to an external site.) *Journal of Interpersonal Violence*, 31(20), 3332–3351. [https://doi.org/10.1177/0886260515584351](https://doi.org/10.1177/0886260515584351) (Links to an external site.)


Shwayder, M. (2013, Nov. 5). A same-sex domestic violence epidemic is silent. (Links to an external site.) *The Atlantic*.


**Session Eight:**

**Topic:** Stalking and Electronic Abuse  
**Readings:**

Read any three articles from the following list:


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**Session Nine:**

**Topic:** Elder Abuse

**Readings:**

Read any three articles from the following list:


Session Ten:

Topic: Sexual Violence

Readings:
Select three readings:


BuzzFeed News, What is rape culture? (Links to an external site.)


Tarzia, L. & Hegarty, K. (2022). “He’d tell me I was frigid and ugly and force me to have sex with him anyway”: Women’s experiences of co-occurring sexual violence and psychological abuse in heterosexual relationships. *Journal of Interpersonal Violence.* https://doi.org/10.1177/08862605221090563


Tillman, S., Bryant-Davis T., Smith, K., & Marks, A. (2010). *Shattering silence: Exploring barriers to disclosure for African American sexual assault survivors (Links to an external site.)*. *Trauma, Violence, and Abuse, 11*: 59–70.

Todahl, J.F. et. al. (2009). *Sexual assault support services and community systems: Understanding critical issues and needs in the LGBTQ community (Links to an external site.)*. *Violence Against Women, 15*(8), 952–976.


The White House (2014). *Not Alone. White House Task Force to Protect Students from Campus Sexual Assault. (Links to an external site.)*


Session Eleven:

**Topic:** Human Trafficking and Other Forms of Violence Against People in the Sex Trade

**Readings:**

**Required:**


**Pick Two:**


Brennan, D. (2010). Thoughts on finding and assisting Individuals in forced labor in the USA (Links to an external site.). *Sexualities*, 13(2), 139–152.

Busch-Armendariz, N., Nsonwu, M., & Heffron, L. (2014). A kaleidoscope: The role of the social work practitioner and the strength of social work theories and practice in meeting the complex needs of people trafficked and the professionals that work with them (Links to an external site.). International Social Work, 57(1), 7–18.


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Session Twelve:

**Topic:** Working with Individuals who Perpetrate

**Readings:**

Read any three articles from the following list:


Session Thirteen:

**Topic:** Prevention

**Readings:**

**Required:**

Banyard, V. L. (2013). Go big or go home: Reaching for a more integrated view of violence prevention. (Links to an external site.) Psychology of Violence, 3 (2), 115-120

Please select two additional articles from this list:


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Session Fourteen:

Topic: Social Change, Activism, & Implications for social work (Student presentations)
No readings

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Session Fifteen:

Topic: Social Change, Activism, & Implications for social work (Student presentations)
No readings