

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK**

Advanced Contemporary Policy: Interpersonal Violence

19:910:584

Main Course Syllabus – Online

Term: Spring 2025

Instructor:

Office:

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I. Catalog Course Description

Models of analysis applied to policies affecting adult and childhood survivors of physical, sexual, and other forms of violence. Addresses understanding of values and socio-political forces that define problems; populations affected; current policies and programs and their impact; service delivery and resource allocation; unmet needs; trends; and analysis of political processes and change strategies.

II. Course Overview

The purposes are to teach students skill of policy analysis as applied to adult and childhood survivors of physical, sexual, and other forms of violence; to help students understand the role of values, preferences and assumptions in the policy making process; to consider how structures, policies and other contextual factors affect policy development, policy implementation, and program delivery; and to analyze policies, programs or conditions that need changes as well as the opportunities for such change. Attention is given to problem definition, characteristics of populations at risk, and ways that policy issues are shaped through legislation and political processes.

Students will learn how to follow a line of inquiry, which will help them to answer fundamental questions about any proposed policy or program change:

1. Who is it supposed to help and how?
2. Will it do what it is supposed to do?
3. Do we want it? (Implications of costs and benefits?)
4. Is it feasible? How could we get it?

As students read through this syllabus, they should also remember to **closely review the School-Wide Syllabus** in Canvas or the Student Handbook to find information on the School of Social Work mission statement and learning goals, school-wide policies (including academic integrity policies and the standardized attendance policy), and student resources and supports.

III. Place of Course in Program

This course is part of the Advanced Curriculum and covers the requirement for an advanced policy course. Successful completion of 19:910:504 and the rest of the Professional Foundation courses are a pre-requisite.

IV. 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. This course will assist students in developing the following competencies:

Competency 2: Advance Human Rights and Social, Racial, Economic and Environmental Justice

Clinical Competency:

Clinical social workers are fully grounded in the ethics of the profession, recognizing the dignity and worth of all individuals and the need to advocate for social, economic and environmental justice. Clinical social workers recognize the need to assess clients' physical environment for the availability of safe shelter, food, water, and air. Clinical social workers are adept at recognizing where social and structural forces marginalize people and thus work to advocate for policies that promote justice, advance human rights, and promote environments in which all individuals can thrive. Practitioners in clinical social work:

- Contextualize all client conceptualizations (assessments) utilizing lenses of social justice, including aspects of identity and social location that may marginalize clients and/or contribute to their inequitable distribution of social and economic resources.
- Assess the availability of clean and safe shelter, water, food, air, and other environmental resources and help individuals, families, groups and communities to develop mechanisms to advocate for and maintain these environmental resources.
- Advocate for equitable distribution of all social, economic, and practical resources, including the availability of a competent clinical social worker with commitments to anti-oppressive, justice-oriented clinical practice.

Management and Policy (MAP) Competency:

Social work practitioners engaged in management and policy are committed to assuring that the work of the organization or community in which they practice, and the policies for which they advocate and implement, respect and advance the rights of all those served, all those employed therein, and all those impacted by that work. They are aware of major laws and court decisions that affect such rights in their work. They are knowledgeable about social inequalities, human rights violations, and other forms of oppression in the communities they serve and their root

causes. Accordingly they are able to develop and implement policies and training to assure such rights are fully accepted and integrated into the organization and its culture. They have the skills to understand how policies oppress the rights of others and recognize how these policies may not advance social, economic, or environmental justice; and how such policies may be amended to protect and further human rights and social, economic and environmental justice. Social workers engaged in management and policy practice reflect on their reactions to these injustices and discuss them with their colleagues and others in a professional manner. Practitioners of Social Work in Management and Policy:

- Contribute to the development and implementation of policies, funding, and/or programs that advance human rights and social, economic and environmental justice;
- Identify major laws and/or court decisions that are relevant to human rights and/or social justice in the human services domain in which they practice; and
- Contribute to the efforts of the management and leadership of the organization or community in which they are engaged to infuse this competency into the implementation of the mission, vision, programs, and values of the organization.

Competency 5: Engage in Policy Practice

Clinical Competency:

Clinical social workers recognize how policies and laws can constrain or enhance individuals' life opportunities. Clinical social workers understand that policies and laws can create movement toward equal distribution of social and economic resources or can work against such equity. Clinical assessments include attention to the constraining or privileging aspects of local, state, federal and international policies and laws, and these assessments consider how each may impact their clients' well-being. Clinical social workers recognize how their work with individuals, families and communities must inform policymakers and legislators. Practitioners of clinical social work monitor policies and laws for their unintended consequences and for their equitability. Clinical social workers understand their role in implementing social policy and recognize their professional responsibility in advocating for policy reform. Practitioners in clinical social work:

- Identify policies/laws that impact client well-being, analyze their impact on client well-being, and advocate for change in policies/laws that harm clients.
- Attend to the unintended consequences of policies/laws and communicate with stakeholders, legislators, and policy-makers about the impact of such policies/laws as they evolve within agencies, communities, and in clients' lives.
- Engage in political action to inform legislators and policymakers of the ways in which unjust policies/laws affect marginalized and other populations whom they serve.

Management and Policy (MAP) competency:

Social work practitioners engaged in management and policy fully understand the process through which social welfare policy is developed, the underlying values and ideologies that guide policy choices, and the impacts that social welfare policies may have on individuals, families, organizations, and communities. They recognize their roles and responsibilities in participating in policy development, implementation, and analysis. They engage in policy practice at the mezzo and macro level to promote equality, social justice, and human rights. They recognize how policies may enhance or limit disproportionality in life outcomes or status such as morbidity, mortality, poverty, incarceration and others. Social workers engaged in management and policy practice consistently reflect on the unintended consequences of policies and can develop strategies to address these consequences. Practitioners of Social Work in Management and Policy:

- Identify and analyze policies, laws, rules, and governmental regulations that affect human services in their domain of practice and how these affect the organization, financing and delivery of such services;
- Identify and/or advocate in collaboration with others in support of policies that positively impact the communities which they serve;
- Analyze policies for the identification and elimination of elements that result in either intended or unintended consequences of racism, gender bias, homophobia, religious and/or ideological, and other prejudices inconsistent with social work values;
- Engage in and/or support policy practice at the mezzo and macro level to promote equality, social justice, and an inclusive human rights framework; and
- Assess the process of policy implementation at the community or organization level and analyze the degree of the fidelity of the implementation to the original intent of the policy.

[Explore the entire set of 2022 CSWE competencies.](#)

Assessment of Competencies/Program Level Learning Goals

Because this course focuses on providing you with the knowledge, skills, and values for you to advance human rights and social, economic, and environmental justice, it has been selected to be part of the School of Social Work overall assessment program. This means that one of the course assignments, the policy brief, has been designed to assess your attainment of the competency. This course also provides you with the knowledge, values, and skills to engage in research-informed practice and practice-informed research as well as engage in policy practice.

V. Course Learning Goals

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as

addresses human rights and social, economic and environmental justice through the study of the evolution of the US welfare state and the emergence of the social work profession.

1. To understand how *social problems* are defined and how political values, ideologies, and power influence this process.
2. To understand the processes of *social policy development* including how practitioners and citizens can participate in the policy making process; how the political, social, economic, and organizational factors influence policy formulation and implementation; and the relationship between state and national policy.
3. To critically apply conceptual frameworks in the *analysis of social policy* through the examination of social policies and services for survivors of violence.
4. To understand the potential *effects of social policy* on the following: individual survivor's well-being; survivors from different ethnic or cultural groups; survivors from lower socioeconomic groups; families experiencing violence; communities and organizations; and social work practice.
5. To understand the social work skills and activities which promote social and economic justice.

VI. Required Texts

There is no one textbook that is adequate for our purposes, given the breadth of our work on policies and programs affecting survivors of violence in this class. For this reason, we are going to be reading from a wide range of interdisciplinary books and journals. **Please note that you will select at least 3 articles or book chapters per session from the readings listed; you are not required to read all of those listed.** Some articles or book chapters have been highlighted, reflecting an awareness needed for an assignment. **You will be asked to share your thoughts on the articles you read each week with your classmates.**

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](#)

VII. Course Guidelines

Since this course is founded upon student participation, it will utilize lectures, readings, and group discussions. As professional practitioners and advocates, it is essential for social workers to articulate ideas clearly and persuasively. Learning involves dialogue (written or verbal) and exchange, taking chances, sharing new ideas with others. Whether you recognize it or not, all of you are experts in some arenas of social work practice. All students are encouraged to participate through discussions and with the instructor via the virtual office and e-mail.

This class is completely online. Therefore, your participation on online discussions is integral to the dynamics of this class. Further, students are expected to complete all required and chosen readings each week. Due dates must be strictly adhered to as the other students' posts will depend on your initial post.

This course requires graduate level reading, writing, and analytical skills. Students are to be prepared to actively participate in discussions about reading assignments and previous lecture materials. The papers will be graded both on substance and on the ability of the student to write succinctly and in terms understandable to a wide audience.

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.

Netiquette

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 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.

Contacting the Instructor

I can be contacted through email. When sending email to me and/or other members of our class, please identify yourself fully by **name**. I will respond to course related questions within 24–48 hours.

Canvas

Canvas is a modern learning management system used at Rutgers University to deliver online courses and to aid in the communication and dissemination of course information and materials for in person courses. All correspondence, including submission of assignments and e-mail communications, will be conducted through Canvas. Should you have any questions specifically related to this course, please click on the help button (bottom right of Canvas Dashboard) and choose the best option for your question.

Course assignments

Discussions

Students are expected to participate in weekly online discussions. These discussions allow students to give their ideas, thoughts, and beliefs about the social work implications of the readings, lectures, and other course materials. Your posts are an opportunity to demonstrate the reading you have done and your ability to use critical thinking. Discussions will comprise a total of 25% of your grade.

Policy Brief Project

In addition to weekly discussions, the main project for this course is the development of a Policy Brief. A Policy Brief is usually written as a short position paper (or fact sheet) that provides evidence to support a particular position (supporting or challenging the legislation, or requesting modifications). A policy brief can provide public officials with valuable information about an issue that can help them justify their vote. Staff members and legislative committees often prepare policy briefs or fact sheets for lawmakers on particular issues. The project will include the following multiple installments including:

1. finding state and federal representatives and senators (5%);
2. locating a bill or policy (5%);
3. developing a social problem analysis (20%);
4. submitting a draft of your policy brief (20%);
5. receiving feedback and submitting a final brief (20%);
6. and sharing with your classmates (5%).

More details are provided in the assignment folder on the Canvas website. All assignments are to be electronically posted by 11:59pm on the due date. All assignments **MUST** be compatible with Microsoft Word. It is the student's responsibility to ensure that assignments posted can be retrieved and read by the instructor.

VIII. Attendance and Participation Policies

Attendance

Please refer to the school-wide syllabus for the standard attendance policy for classes in on-the-ground (traditional) program, intensive weekend program (IWP), and asynchronous online program.

This is an asynchronous online course. You are expected to log on to the course on a weekly basis. You will need to log on several times throughout the week in order to complete assignments and participate in discussions. Failure to complete discussions will be considered an equivalent of an absence. Repeated absences of three weeks or more will result in a failing final course grade. In other words, if you completely miss three (3) or more discussions, you will automatically fail the course. **Late discussion posts will not be accepted and will result in a zero.**

Participation

Your active participation in this course is vital to the course and your learning. Your classmates and your professor depend on you to share your responsibility reading the articles, participating fully in the online discussions, and giving feedback to your peers. You are expected to participate in a variety of ways and you will be graded as such.

You are expected to do the following:

1. Log into the course on Canvas starting every Tuesday to review the lecture and complete any assignment or discussion.
2. Log into Canvas website at least three times a week to complete the work for this class as outlined.
3. Use the lectures, videos, and articles to help you engage with and understand the content presented.
4. Meet deadlines for all assignments.

IX. Grading Policies

All written assignments **must** follow APA format. The professor reserves the right to reduce the letter grade for any assignment that does not conform to APA format.

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; and
- quality of writing.

Late Assignments

All assignments are due by 11:59pm on the date assigned. Grades will be reduced by 10 points if the assignment is late; posting to discussions will not be accepted if late. Assignments will not be accepted if late more than 1 week. (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.

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 throughout the course: 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. Policy on Sharing Course Materials

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Sharing the lectures and any course materials without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, lectures and any course materials may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

XII. Course Outline

Module 1: Introduction, Defining Social Welfare Policies, & the Role of Social

Course Objective

5. To understand the social work skills and activities which promote social and economic justice.

Module Learning Objectives

- To identify the course requirements using the syllabus
- To assess own philosophical approach, skills and activities and determine strengths and limitations in these areas
- To outline role that the social work profession has in policies

Required Readings & Resources

- Atteberry-Ash, B. (2022). Social work and social justice: A conceptual review. *Social Work*, 68(1), 38-46. <https://doi.org/10.1093/sw/swac042>
- Barusch, A. S. (2006). Chapter One: Social justice and social workers. In A. S. Barusch (Ed.), *Foundations of social policy: Social justice, public programs, and the social work profession* (2nd Ed.). Belmont, CA: Thomson
- Russo, A. (2019). Chapter 4: Shifting Paradigms to End Violence. Feminist Accountability. New York University Press.

Optional Readings

- De Corte, J. & Roose, R. (2020). Social work as a policy actor: Understanding social policy as an open-ended democratic practice. *European Journal of Social Work*, 23(2), 227—238. <https://doi.org/10.1080/13691457.2018.1462768>
- Lonbard, A. & Viviers, A. (2020). The micro-macro nexus: Rethinking the relationship between social work, social policy, and wider policy in a changing world. *The British Journal of Social Work*, 50(8), 2261—2278. <https://doi.org/10.1093/bjsw/bcaa180>
- Postan-Aizik, D., Shdaimah, C. S., and Strier, R. (2020). Positioning social justice: Reclaiming social work's organizing value. *The British Journal of Social Work*, 50(6), 1652—1668. <https://doi.org/10.1093/bjsw/bcz111>

Module 2: Policy Making, Agendas, & Values

Course Objective

2. To understand the processes of **social policy development** including how practitioners and citizens can participate in the policy making process; how the political, social, economic, and organizational factors influence policy formulation and implementation; and the relationship between state and national policy.

Module Learning Objectives

- To define interpersonal violence and how it relates to social work and policy
- To understand the importance of policy in the social work profession
- To understand the expectations of the course

Required Readings & Resources

- Karger, H. J., & Stoesz, D. (2008). Chapter 8: The making of governmental policy. In H.J. Karger & D. Stoesz, *American social welfare policy* (5th ed.). Boston: Allyn & Bacon.

Required Online Resources:

- [Schoolhouse Rock: I'm Just a Bill \(How a Bill Becomes a Law\)](#)
- [How a bill really becomes a law: What Schoolhouse Rock missed](#)
- [How a Bill Becomes a Law: Crash Course Government and Politics #9](#)
- [School House Rock + Obama + SNL = How a Bill REALLY becomes a Law!](#)

Module 3: Analyzing Social Policies

Course Objective

1. To understand how **social problems** are defined and how political values, ideologies, and power influence this process.

Module Learning Objectives

- To understand what questions to ask when evaluating the strength of a policy
- To identify how to assess whether policies are just, equitable, inclusive and anti-racist

Required Readings & Resources

- Chambers, D.E., Wedel, K.R. (2009). Chapter 1: Analyzing the Social Problem Background of Social Policies and Social Programs. In Chambers, *Social policy and social programs: A method for the practical public policy analyst*. (5th ed.). Boston: Allyn & Bacon.
- Hankivksy, O. (2012). An Intersectionality-Based Policy Analysis Framework. Chapter 2, pp. 33-38.
- Karger, H. J., & Stoesz, D. (2008). Chapter 2: Social Welfare Policy Research: A Framework for Policy Analysis. In H.J. Karger & D. Stoesz, *American social welfare policy* (5th ed.). Boston: Allyn & Bacon.
- Kendi, I. X. (2019). *How to be an anti-racist*. Chapter 1, "Definitions", p 17-20.

Module 4: Unintended Policy Consequences

Course Objectives

3. To critically apply conceptual frameworks in the *analysis of social policy* through the examination of social policies and services for survivors of violence.

4. To understand the potential *effects of social policy* on the following: individual survivor's well-being; survivors from different ethnic or cultural groups; survivors from lower socioeconomic groups; families experiencing violence; communities and organizations; and social work practice.

Module Learning Objectives

- To identify how policy goals translate into practice, sometimes leading to consequences that were not anticipated
- To understand how social workers must assess the unintended consequences when evaluating the strength of a particular policy

Required Readings & Resources

Choose two from the list below:

- Buzawa, E. S.; Buzawa, A. D. (2013). Evidence-based prosecution: Is it worth the cost? *Criminology Public Policy*, 12(3), 491-506.
- Corrigan R. (2013). [The new trial by ordeal: Rape kits, police practices, and the unintended effects of policy innovation](#). *Law & Social Inquiry*, 38(3), 920-949.
- Durfee, A. (2021). The use of structural intersectionality as a method to analyze how the domestic violence civil protective order process replicates inequality. *Violence Against Women*, 27(5), 639–665
- Frye, V., Haviland, M., & Rajah, V. (2007). Dual arrest and other unintended consequences of mandatory arrest in New York City: A brief report. *Journal of Family Violence*, 22(6), 397–405.
- Hirschel, D., McCormack, P., Buzawa, E., & Hirschel, D. (2017). A 10-year study of the impact of intimate partner violence primary aggressor laws on single and dual arrest. *Journal of Interpersonal Violence*, 886260517739290–886260517739290. <https://doi.org/10.1177/0886260517739290>
- Hovmand, P., Ford, D., Flom, I., & Kyriakakis, S. (2009). Victims arrested for domestic violence: Unintended consequences of arrest policies. *System Dynamics Review*, 25(3), 161–181
- Leisring, A. (2008). Controversies surrounding mandatory arrest policies and the police response to intimate partner violence. *Sociology Compass* 2 (2), 451-466.
- McDermott, M., & Garofalo, J. (2004). When advocacy for domestic violence victims backfires: types and sources of victim disempowerment. *Violence Against Women*, 10(11), 1245–1266. <https://doi.org/10.1177/1077801204268999>
- Mills, L. (1998). Mandatory arrest and prosecution policies for domestic violence: A critical literature review and the case for more research to test victim empowerment approaches. *Criminal Justice and Behavior*, 25(3), 306–318. <https://doi.org/10.1177/0093854898025003002>

Module 5: Social Change and Advocacy Skills

Course Objective

2. To understand the processes of *social policy development* including how practitioners and citizens can participate in the policy making process; how the political, social, economic, and organizational factors influence policy formulation and implementation; and the relationship between state and national policy.

5. To understand the social work skills and activities which promote social and economic justice.

Module Learning Objectives

- To identify a variety of ways that social workers can engage in policy advocacy

Required Readings & Resources

Choose two from the list below:

- Edwards, K., & Bennett, S. (2017). Legislators' Attitudes, Knowledge, and Progressive Policy Endorsement Related to Domestic and Sexual Violence: A Pilot Study. *Human Service Organizations, Management, Leadership & Governance*, 41(5), 503–514.
- Jansson, B.S. (2003). Committing to an issue: Building agendas. In B.S. Jansson, *Becoming an effective policy advocate: From policy practice to social justice* (pp. 140–165). Pacific Grove, CA: Brooks/Cole Publishing Company.
- Lens, V. (2005). [Advocacy and argumentation in the public arena: A guide for social workers](#). *Social Work*, 50(3), 231-238.
- Rome, S. H., & Hoechstetter, S. (2010). [Social work and civic engagement: the political participation of professional social workers](#). *Journal of Sociology & Social Welfare*, 37(3), 107-129.
- Sherraden, M. S., Slosar, B. & Sherraden, M. (2002). [Innovation in social policy: Collaborative policy advocacy](#). *Social Work*, 47(3), 209-223.
- Weiss-Gal, I. (2013). [Policy practice in practice: The inputs of social workers in legislative committees](#). *Social Work*, 58(4), 304-313.
- Woodford, M. R. (2010). Successful community-government collaborative policy making: A case study of a workgroup to improve income support services to victims of intimate violence. *Journal of Policy Practice*, 9, 96–113.

Online Resources:

- ["Here's Why You Should Call, Not Email, Your Legislators."](#)
- ["How to Make Your Congressman Listen to You."](#) (2016). Retrieved from *attn*:

Module 6-7: Evolution of Policies to Address Interpersonal Violence

Module Learning Objectives

- To identify key U.S. policies related to interpersonal violence
- To assess the values and ideologies that framed policy development related to interpersonal violence

Required Readings & Resources

- Bevacqua, M. (2000). Historical development: Rape on the public agenda. In M. Bevacqua, *Rape on the public agenda: Feminism and the politics of sexual assault* (pp. 111-151). Boston: Northeastern University Press.

- Davis, A. (1981). Rape, racism and the myth of the black rapist. In *Women, race and class*. Chapter 11. New York: Random House.
- Kim, Mimi E., 'The Coupling and Decoupling of Safety and Crime Control: An Anti-Violence Movement Timeline', *The Politicization of Safety: Critical Perspectives on Domestic Violence Responses* (New York, NY, 2019).

Choose two (2) from the list below:

- Bohmer, C., Brandt, J., Bronson, D., & Hartnett, H. (2002). [Domestic violence law reforms: reactions from the trenches](#). *Journal of Sociology and Social Welfare*, 29(3), pp. 71-87.
- Clay-Warner, J., & Burt, C. H. (2005). [Rape reporting after reforms: Have times really changed?](#) *Violence Against Women*, 11(2), 150-176.
- Davis, L.V. (1987). [Battered women: the transformation of a social problem](#). *Social Work*, 32(4), 306-311.
- Davis, L.V. & Hagen, J.L. (1992). [The problem of wife abuse: The interrelationship of social policy and social work practice](#). *Social Work*, 37(1), 15-20.
- Donat, P.L.N. & D'Emilio, J. (1997). A feminist redefinition of rape and sexual assault: Historical foundations and change. In L.L. O'Toole and J.R. Schiffman (Eds.), *Gender violence: Interdisciplinary perspectives* (pp. 184-193). New York, NY: New York University Press.
- Hetling, A. & Born, C.E. (2005). [Examining the impact of the Family Violence Option on women's efforts to leave welfare](#). *Research on Social Work Practice*, 15(3), 143-153.
- Hill, A. (1991). [Anita Hill, opening statement to the Senate Judiciary Committee](#). Retrieved from americanrhetoric.com.
- Logan, T.K., Walker, R., & Hoyt, W. (2012). [The economic costs of partner violence and the cost-benefit of civil protective orders](#). *Journal of Interpersonal Violence*, 27(6), 1137-1154.
- McNeal, R.S., Kunkle, S.M. & Schmeida, M. (2018) Legislative Response to Cyber Aggression: Federal and State-Local Policy Reform (Ch 3, pp 52-78) in *Cyber Harassment and Policy reform in the Digital Age: Emerging Research and Opportunities*. IGI Global.
- Pleck, E. (1987). Assault at home. In E. Pleck, *Domestic Tyranny: The making of American social policy against family violence from colonial times to present* (pp. 182-200). New York, NY: Oxford University Press.
- Sood, R. (2018). Biases behind sexual assault: thirteenth amendment solution to under-enforcement of the rape of black women. *University of Maryland Law Journal of Race, Religion, Gender and Class*, 18(2), 405-[vi].
- Stoeber, J. K. (2014). Enjoining abuse: The case for indefinite domestic violence protection orders. *Vanderbilt Law Review*, 67(4), 1015-1098.

Module 8: Violence Against Women Act & Recent Domestic Violence Policy

Course Objective

4. To understand the potential **effects of social policy** on the following: individual survivor's well-being; survivors from different ethnic or cultural groups; survivors from lower socioeconomic groups; families experiencing violence; communities and organizations; and social work practice.

Module Learning Objectives

- To understand the impact of the passing and reauthorizations of the federal Violence Against Women Act
- To identify the various components of the Violence Against Women Act and its subsequent amendments

Required Readings & Resources

- Gover, A. R., & Moore, A. M. (2021). The 1994 Violence Against Women Act: A Historic Response to Gender Violence. *Violence Against Women*, 27(1), 8–29.

Choose two (2) from the list below:

- Aday, T. (2015). [The effectiveness of the Violence against Women Act \(VAWA\) in creating system-level change](#). *SPNHA Review*, 11(1), 3.
- Boba, R. & Lilley, D. (2009). [Violence Against Women Act \(VAWA\) funding: A nationwide assessment of effects of rape and assault](#). *Violence Against Women*, 15(2), 168-185.
- Caggins, M.B. (June 2, 2022). How the army is revamping its culture in the wake of tragedy. Council on Foreign Relations. <https://www.cfr.org/article/how-army-revamping-its-culture-wake-tragedy>
- Hartman, J. L. (2021). Seeking Justice: How VAWA reduced the stronghold over American Indian and Alaska Native Women. *Violence Against Women*, 27(1), 52–68.
- 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
- Murshid, N. S., & Bowen, E. A. (2018). A Trauma-Informed analysis of the Violence Against Women Act's provisions for undocumented immigrant women. *Violence Against Women*, 24(13), 1540–1556
- Singh, M. R., & Bullock, H. E. (2020). An Intersectional Analysis of Newspaper Portrayals of the 2013 Reauthorization of the Violence Against Women Act. *Translational Issues in Psychological Science*, 6(4), 344–355.
- S. Congress. House committee on rules. (2019). *Violence Against Women Reauthorization Act of 2019*. Retrieved from <https://search.proquest.com/congressional/view/app-gis/hearing/h68-20190402-192724>
- Whittier, N. (2016). Carceral and intersectional feminism in congress: The Violence Against Women Act, discourse, and policy. *Gender & Society*, 30(5), 791–818.

Module 9: Current Issues in Interpersonal Violence Policy, 2000s-Present

Course Objective

4. To understand the potential **effects of social policy** on the following: individual survivor's well-being; survivors from different ethnic or cultural groups; survivors from lower socioeconomic groups; families experiencing violence; communities and organizations; and social work practice.

Module Learning Objectives

- To understand key interpersonal violence policies that have been enacted since 2000
- To identify the shift in policy creation, implementation and analysis to include a more intersectional and de-siloed approach

Required Readings & Resources

- [INCITE- Critical Resistant Statement \(2001\) on Gender Violence and the Prison Industrial Complex](#)

Choose two (2) from the list below:

- Albrecht, K., Nielsen, L. B., & Wuorinen, L. (2023). Misunderstanding Law: Undergraduates' Analysis of Campus Title IX Policies. *Educational Evaluation and Policy Analysis*, 45(2), 247–267. <https://doi.org/10.3102/01623737221113576>
- D'Inverno, A., Reidy, D., & Kearns, M. (2018). Preventing intimate partner violence through paid parental leave policies. *Preventive Medicine*, 114, 18–23.
- Gomez, J. M. (2022). Campus sexual harassment, other violence, and racism, Oh my! Evidence from black women undergraduates for a culturally competent university approach to Title IX. *Feminist Criminology*, 17(3), 368–383. <https://doi.org/10.1177/15570851211062574>
- Hawes, M. B., Slakoff, D. C., & Anguelov, N. (2023). Understanding the Missing and Murdered Indigenous Women Crisis: An Analysis of the NamUs Database. *Criminal Justice Policy Review*, 34(2), 184–207. <https://doi.org/10.1177/08874034221098909>
- Keefe, R., & Hahn, S. A. (2021). Policy roles in promoting affordable housing for survivors of Intimate Partner Violence. *Violence Against Women*, 27(9), 1317–1336.
- Kim, M. E. (2013). Challenging the pursuit of criminalisation in an era of mass incarceration: The limitations of Social Work responses to Domestic Violence in the USA. *The British Journal of Social Work*, 43(7), 1276–1293. <https://doi.org/10.1093/bjsw/bcs060>
- Laharnar, N., Perrin, N., Hanson, G., Anger, W., & Glass, N. (2015). Workplace domestic violence leave laws: Implementation, use, implications. *International Journal of Workplace Health Management*, 8(2), 109–128. <https://doi.org/10.1108/IJWHM-03-2014-0006>
- Lee Arnold, C. S. (2019). Examining United States military sexual misconduct policy processes. [Military sexual misconduct policy] *The International Journal of Sociology and Social Policy*, 39(3), 235–249. <https://doi.org/10.1108/IJSSP-07-2018-0114>
- Lee, E. (2017). The Clery Act on Campus: Status update and gender implications. *New Directions for Community Colleges*, 2017(179), 59–66.

- Malae, K. R. (2022). Policy Relay: How affirmative consent went from controversy to convention. *Sociological Perspectives*, 65(6), 1117–1143. <https://doi.org/10.1177/07311214221100836>
- Mengesha, S., Diaz, A., & Dunn, K. (November 4, 2023). The future of Title IX regulation. *The Regulatory Review*. <https://www.theregreview.org/2023/11/04/saturday-seminar-the-future-of-title-ix-regulation/>
- Morgenroth, T., Axt, J. R., & Westgate, E. C. (2022). What underlies the opposition to trans-inclusive policies? The role of concerns about male violence versus attitudes toward trans people. *Personality & Social Psychology Bulletin*, 1461672221137201–1461672221137201. <https://doi.org/10.1177/01461672221137201>
- Myers, J. (2020). The policy implications of social movements: How #MeToo can bring change. *Sociological Viewpoints*, 34(1), 138–156. https://doi.org/10.26908/3412020_017
- Shear, M.D. (July 28, 2023). Biden overhauls military justice code, seeking to curb sexual assault. *The New York Times*. <https://www.nytimes.com/2023/07/28/us/politics/biden-military-sexual-assault.html>
- Sood, R. (2018). Biases behind sexual assault: thirteenth amendment solution to under-enforcement of the rape of black women. *University of Maryland Law Journal of Race, Religion, Gender and Class*, 18(2), 405-[vi].
- Walters, J. (2020). COVID-19 Shelter-at-Home Orders: Impacts and Policy Responses in the Context of Intimate Partner Violence. *World Medical and Health Policy*, 12(4), 533–539. <https://doi.org/10.1002/wmh3.366>
- Wooten, S. C. (2017). Revealing a hidden curriculum of Black women’s erasure in sexual violence prevention policy. *Gender & Education*, 29(3), 405–417. <https://doi.org/10.1080/09540253.2016.1225012>

Module 10: Policies Related to Firearms and Interpersonal Violence

Course Objective

4. To understand the potential **effects of social policy** on the following: individual survivor’s well-being; survivors from different ethnic or cultural groups; survivors from lower socioeconomic groups; families experiencing violence; communities and organizations; and social work practice.

Module Learning Objectives

- To identify the intersection between gun violence policies and interpersonal violence policies

Required Readings & Resources

Choose two (2) from the list below:

- Lynch, K. & Logan, T.K. (2018). “You better say your prayers and get ready”: Guns within the context of partner abuse. *Journal of Interpersonal Violence*, 33 (4), 686-711.

- Lynch, K.R., Logan, TK, & Jackson, D.B. (2018). “People will bury their guns before they surrender them”: Implementing domestic violence gun control in rural, Appalachian versus urban communities. *Rural Sociology*, 83 (2), 315-336.
- Geller, L. B., Booty, M. & Crifasi, C.K. (2021). The role of domestic violence in fatal mass shootings in the United States, 2014-2019. *Injury Epidemiology*, 8(1), 38–38.
- Goodyear, A., Rodriguez, M. & Glik, D. The role of firearms in intimate partner violence: policy and research considerations. *J Public Health Pol* 41, 185–195 (2020). <https://doi.org/10.1057/s41271-019-00198-x>
- Prickett, K., Martin-Storey, A., & Crosnoe, R. (2018). Firearm ownership in high-conflict families: Differences according to state laws restricting firearms to misdemeanor crimes of domestic violence offenders. *Journal of Family Violence*, 33(5), 297–313. <https://doi.org/10.1007/s10896-018-9966-3>
- Smucker, S. (2019). (Strategically) Absent advocates: How domestic violence-related firearms policies passed in pro-gun states, 2013- 2015. *Interest Groups & Advocacy*, 8, 121-164.
- Webster, D. W., Frattaroli, S., Vernick, J. S., O’Sullivan, C., Roehl, J. & Campbell, J. C. (2010). [Women with protective orders report failure to remove firearms from their abusive partners: Results from an exploratory study](#). *Journal of Women’s Health*, 19(1), 93-98.
- Willie, T.C., Kershaw, T., Perler, R. et al. (2021). Associations between state intimate partner violence-related firearm policies and injuries among women and men who experience intimate partner violence. *Injury Epidemiology*, 8(1), 8–8. <https://doi.org/10.1186/s40621-021-00297-y>

Online resource:

- Everytown for Gun Safety Support Fund. (2022, February 23). Guns and violence against women: America’s uniquely lethal intimate partner violence problem. Everytown Research & Policy. <https://everytownresearch.org/report/guns-and-violence-against-women-americas-uniquely-lethal-intimate-partner-violence-problem>

Module 11: Policies Related to Human Trafficking

Module Learning Objectives

- To identify the evolution of policies to address human trafficking
- To understand the strengths and limitations of current human trafficking policies, including the Trafficking Victims Protection Act

Required Readings & Resources

Choose two (2) from the list below:

- Farrell, A., Owens, C., & McDevitt, J. (2014). [New laws but few cases: understanding the challenges to the investigation and prosecution of human trafficking cases](#). *Crime, Law and Social Change*, 61(2), 139-168.
- Jones, T. R., & Kingshott, B. F. (2016). A feminist analysis of the American criminal justice system's response to human trafficking. *Criminal Justice Studies*, 29(3), 272.
- Kappler, R., & Richie-Zavaleta, A. C. (2020). Legislative discrepancies: an analysis of Missouri's current human trafficking laws and the need to improve its legal protection of victims. *International Journal of Human Rights in Healthcare*, 13(2), 143-158.
- Mendel, J., & Sharapov, K. (2016). [human trafficking and online networks: policy, analysis, and ignorance](#). *Antipode*, 48(3), 665-684.
- Miller, M. J. & Wasileski, G. (2011). [An underappreciated dimension of human trafficking: Battered and trafficked women and public policy](#). *Human Rights Review*, 12, 301-314.
- Okech, D., Morreau, W. & Benson, K. (2011). [Human trafficking: Improving victim identification and service provision](#). *International Social Work*, 55(4), 488-503.
- Scott, J. T., Ingram, A. M., Nemer, S. L., & Crowley, D. M. (2019). Evidence-Based Human Trafficking Policy: Opportunities to Invest in Trauma-Informed Strategies. *American Journal of Community Psychology*, 64(3-4), 348-358.
- Treuthart, M. P. (2015). No woman, no cry - Ending the war on women worldwide and the international Violence Against Women Act (I-VAWA). Boston University International Law Journal, (1), 73.
- Vanwesenbeeck, I. (2017). Sex work criminalization is barking up the wrong tree. *Archives of Sexual Behavior*, 46(6), 1631-1640.

Online Report:

- Adams, W., Owens, C., & Small, K. (2010). [Effects of federal legislation on the commercial sexual exploitation of children](#). US Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

Module 12: Policies Related to Violence Against Immigrant Populations

Course Objective

4. To understand the potential **effects of social policy** on the following: individual survivor's well-being; survivors from different ethnic or cultural groups; survivors from lower socioeconomic groups; families experiencing violence; communities and organizations; and social work practice.

Module Learning Objectives

- To identify trends in interpersonal violence and immigration over time

Required Readings & Resources

Choose two (2) from the list below:

- Abraham, M., Tastsoglou, E. (2016). [Addressing Domestic Violence in Canada and the United States: The Uneasy Co-habitation of Women and the State](#). *Current Sociology Monograph*, 64(4), 568-585.
- Alsinai, A., Reygers, M., Di Mascolo, L., Kafka, J., Rowhani-Rahbar, A., Adhia, A., Bowen, D., Shanahan, S., Dalce, K., Eliyson, A. M. (2023). [Use of Immigration Status for Coercive Control in Domestic Violence Protection Orders](#). *Frontiers in Sociology*, 1-8.
- Amuedo-Dorantes, C., Deza, M. (2022). [Can Sanctuary Policies Reduce Domestic Violence?](#) *American Law and Economics Review*, 24(1), 116-170.
- Arenas-Arroyo, E., Amuedo-Dorantes, C. (2022). [Police Trust and Domestic Violence Among Immigrants: Evidence from VAWA Self-Petitions](#). *Journal of Economic Geography*, 22, 395-422.
- Dilawar, A. (2018, August 10). How anti-immigration policy spurs domestic violence. *Pacific Standard*. Retrieved from <https://psmag.com/social-justice/how-anti-immigration-policy-spurs-domestic-violence>[Links to an external site.](#)
- Gonçalves, M., & Matos, M. (2016). [Prevalence of violence against immigrant women: A systematic review of the literature](#)[Links to an external site.](#). *Journal Of Family Violence*, 31(6), 697–710.
- Murshid, N. M., Bowen, E. A. (2018). [A Trauma Informed Analysis of Violence Against Women Act's Provisions for Undocumented Immigrant Women](#). *Violence Against Women*, 24(13), 1540-1556.
- Park, T., Mullins, A., Zahir, N., Salami, B., Lasiuk, G., Hegadoran, K. (2021). [Domestic Violence and Immigrant Women: A Glimpse Behind a Veiled Door](#). *Violence Against Women*, 27(15-16), 2910-2926.
- Villegas, P. (2019). “I made myself small like a cat and ran away”: Workplace sexual harassment, precarious immigration status and legal violence. *Journal of Gender Studies*, 28(6), 674–686. <https://doi.org/10.1080/09589236.2019.1604326>
- Wald, C. M. (2015). [Does Matter of A-R-C-G- Matter That Much?: Why Domestic Violence Victims Seeking Asylum Need Better Protection](#). *Cornell Journal of Law and Public Policy*, 25, 537-556.

Please also watch this video: [Rape on the Night Shift](#)

Module 13: International Policies Related to Interpersonal Violence

Module Learning Objectives

- To identify and assess the impact of key global policies related to interpersonal violence

Required Readings & Resources

Choose two (2) from the list below:

- Beleche, T. (2019). Domestic violence laws and suicide in Mexico. *Review of Economics of the Household*, 17(1), 229–248. <https://doi.org/10.1007/s11150-017-9362-4>
- Bhate-Deosthali, P., & Duggal, R. (2013). Rethinking gender-based violence and public health policies in India. In Nakray, K. (Ed.). *Gender-based violence and public health*:

International perspectives on budgets and policies. Retrieved from <http://ebookcentral.proquest.com> Created from rutgers-ebooks on 2019-10-31 12:46:37.

- Blanchfield, L., Margesson, R., Salaam-Blyther, T., Serafino, N.M., & Sun Wyler, L. (2011). *International violence against women: U.S. response and policy issues*. Washington, DC: Congressional Research Service. Retrieved from https://digitalcommons.ilr.cornell.edu/key_workplace/863/
- Bravo, M., Martínez, P., & Ruiz, I. (2017). Public policies, nursing role and health programs against gender violence. Comparative study Spain - Brazil. *Procedia - Social and Behavioral Sciences*, 237, 758–764. <https://doi.org/10.1016/j.sbspro.2017.02.118>
- Coast, E., Leone, T., & Malviya, A. (2013). Gender-based violence and reproductive health in five Indian states. In Nakray, K. (Ed.). *Gender-based violence and public health: International perspectives on budgets and policies*. Retrieved from <http://ebookcentral.proquest.com> Created from rutgers-ebooks on 2019-10-31 12:46:37.
- Choi, M., Brownell, P., & Moldovan, S. I. (2017). International movement to promote human rights of older women with a focus on violence and abuse against older women. *International Social Work*, 60(1), 170–181.
- Koss, M., White, J., & Lopez, E. (2017). *Victim Voice in Reenvisioning Responses to Sexual and Physical Violence Nationally and Internationally*. 72(9), 1019–1030. <https://doi.org/10.1037/amp0000233>
- Kuskoff, E., & Parsell, C. (2021). Striving for gender equality: Representations of gender in “progressive” domestic violence policy. *Violence Against Women*, 27(3–4), 470–488
- Lee, B. X., Leckman, J. F., & Mbwapo, J. K. K. (2014). Violence and health: Current per-spectives of the WHO violence prevention alliance. *Aggression and Violent Behavior*, 19(6), 609–615.
- Matzopoulos, R., & Myers, J. (2014). The Western Cape Government’s new integrated provincial violence prevention policy framework: Successes and challenges. *Aggression and Violent Behavior*, 19(6), 649–654. <https://doi.org/10.1016/j.avb.2014.09.009>
- Obinna, D. N. (2021). Seeking Sanctuary: Violence Against Women in El Salvador, Honduras, and Guatemala. *Violence Against Women*, 27(6–7), 806–827
- Öhman, A., & Emmelin, M. (2014). Development policies, intimate partner violence, Swedish gender equality and global health. *Women’s Studies International Forum*, 46(C), 115–122. <https://doi.org/10.1016/j.wsif.2013.12.001>
- Rogers, A. (2020). “But the Law Won’t Help Us”: Challenges of Mobilizing Law 348 to Address Violence Against Women in Bolivia. *Violence Against Women*, 26(12–13), 1471–1492.
- Simonovic, D. (2014). Global and regional standards on violence against women: the evolution and synergy of the CEDAW and Istanbul conventions.(Convention on the Elimination of All Forms of Discrimination Against Women). *Human Rights Quarterly*, 36(3), 590–606.
- Stewart, D. E., Aviles, R., Guedes, A., Riazantseva, E., & MacMillan, H. (2015). Latin American and Caribbean countries’ baseline clinical and policy guidelines for responding to intimate partner violence and sexual violence against women. *BMC Public Health*, 15(1), 665–665.
- Truthhart, M. P. (2015). [No woman, no cry - Ending the war on women worldwide and the international Violence Against Women Act \(I-VAWA\)](#). *Boston University International Law Journal*, (1), 73.

- UNODC. Global study on homicide: Gender-related killing of women and girls. UN office on drugs and crime. (2018). *Library Journal*, 144(4).

Online Reports:

[UN Women Handbook for legislation on VAW](#)

Module 14-15: Policy Brief Presentations

Module Learning Objectives

- To be an advocate by distributing a policy brief to others.

Required Readings & Resources

None