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

**Advanced Contemporary Policy: Interpersonal Violence**
**Syllabus**
**19:910:584: XX**
**Summer 2023**

Instructor Name
Office Address:
Phone:
E-mail:
Office Hours:

# I. Catalog Course Description

Models of analysis applied to policies affecting adult survivors of physical, sexual, and other forms of interpersonal 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 survivors of physical, sexual, and other forms of interpersonal 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?

## 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. 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 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 polices 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.

**Competency 5: Engage in Policy Practice.** 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.

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 be to part of the School of Social Work overall assessment program. This means that one of the course assignments, the final 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. The policy brief and policy analysis assignments will also be used to assess your attainment of these competencies.

# 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.
**(Note: Faculty, please add brief statement that highlights the alignment of the course learning goals with the competencies/program level learning goals above)**

Upon completion of this course, students will be able to: **(Note: Faculty please use active language, per Bloom's taxonomy)**

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 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.

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

## 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 strengths 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

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 2 articles or book chapters per session from the readings listed below; you are not required to read all of those listed. Some weeks there will be required readings and some weeks you can select your readings.** Some articles or book chapters have been highlighted, reflecting an awareness needed for an assignment. **<u>You will be asked to share your thoughts on the articles you read each week with your classmates.</u>**

To access the readings, go to Canvas, which can be accessed at canvas.rutgers.edu. Readings are listed in alphabetical order by author's name under the appropriate session and topic. Course reserves can be accessed at <u>https://www.libraries.rutgers.edu/</u>. To find your course reserves there are two methods:

1. In the QuickSearch box on the <u>Libraries homepage</u>, type the Course NAME or the Course Number (for example, Diversity and Oppression; 19:910:506) and select Course Reserves in the autofill drop down. On the results page, on the left, you can SORT by TITLE of the item/reading or by AUTHOR.

2. On the <u>Libraries homepage</u>, click the Advanced Search link on the right under the QuickSearch box. Mark the Course Reserves radio button, and then you can search by course name, course number, or by title of the reading.

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](#)

In addition, students are expected to read a major newspaper frequently, such as *The New York Times ([www.nytimes.com](http://www.nytimes.com)), The Washington Post ([www.washingtonpost.com](http://www.washingtonpost.com)), and the Wall Street Journal ([www.wsj.com](http://www.wsj.com))*, so that they are current with relevant federal and state issues that may be related to the course.

# VIII.  Course Requirements

**Course Format:**

***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.

The use of cell phones (including text messaging), iPhones, blackberries, PDAs, or any similar type of electronic device is not permitted in class. Please turn them off prior to class. If there is an emergency and you need to leave your phone on, please turn it to vibrate and attend to the call in the hallway so that you will not disturb your colleagues. Laptops are permitted to take notes or review course handouts.  Please be respectful to the instructor and your classmates and do not use your laptop to check email, Facebook, or search the internet.

Further, 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. Lastly, all communication should be courteous and professional.  Here is a link to the 10 Best Rules of Netiquette: http://voices.yahoo.com/10-best-rules-netiquette-1952570.html?cat=15

***Attendance.***  Students are expected to attend class (and be on time), which is essential for learning from lecture and class discussions, and for socialization to the profession of social work. Attendance and participation will affect 10% of the course grade.  ***Students who miss more than 1 class may be asked to make up work from the sessions they missed.  Students who miss more than 3 classes will not receive a passing grade for the class.***  Students who leave during the break will be marked as absent for that class.  Absences because of religious holidays are allowed with prior permission from the instructor. Consistent lateness to class will also result in being marked absent.

It is University policy (University Regulation on Attendance, Book 2, 2.47B, formerly 60.14f) to excuse without penalty students who are absent from class because of religious observance, and to allow the make-up of work missed because of such absence. Examinations and special

required out-of-class activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation shall not be counted for purposes of reporting.

Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule.

*Participation.* This course will use a variety of learning methods, including lectures, films, guest presentations, and group exercises. Student 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.

*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. Should you have any questions specifically related to this course, please email help@canvas.rutgers.edu or call 877-361-1134.


**Course assignments***:*
*Please note that the following assignments are to be completed as a part of the asynchronous portion of the class.*

*Participation*
Students are expected to come to class prepared to discuss the readings and engage in critical analysis. Most class sessions will include time for small or large group discussion. A total of 10% of the grade will be determined based on the level of preparation and participation.

*Current event discussion*
 Each student is responsible for locating a current event in the news related to our class, to share information about the event with current classmates and to lead a brief discussion on the event, and to write a brief paper (2-3 pages). Students will sign up for a current events presentation and papers are due the night before the presentation.

*Policy Brief Project*
In addition to 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 comprise a total of 75% of your final grade and will include the following multiple installments including:

1. locating a bill or policy (5%);
2. finding state and federal representatives and senators (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.

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; and
- quality of writing.

*Late Assignments*: All assignments are due at the beginning of class on the date assigned. Grades will be reduced by 10 points if the assignment is 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.

## IX. Academic Resources

**Library Research Assistance**

**Julia Maxwell** is the social work the social work librarian on the New Brunswick Campus jam1148@libraries.rutgers.edu   p. 848-932-6104
**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.

*New Brunswick Campus*

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

*Camden Campus*

The Camden learning center provides writing assistance for MSW students on the Camden campus. http://learn.camden.rutgers.edu/writing-assistance

**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 9th Edition. The Purdue OWL website also provide assistance with APA style
https://owl.english.purdue.edu/owl/resource/560/01/

*Email Etiquette for Students*

https://owl.english.purdue.edu/owl/resource/694/01/

## X. Other Resources

***Office on Violence Prevention and Victim Assistance:*** 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.

## XI. 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?

## XII. 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 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; <u>Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved</u>**;** 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 [pfindley@ssw.rutgers.edu](mailto: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.***

# XIII.  Diversity Statement

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 and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

# XIV. 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' 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.

# XV. Inclement Weather Policy

In the event of inclement weather, students should check the University website to see if classes have been cancelled.  If the University is operating, classes will be held.

# XVI. Audio & Video Taping Policy

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. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions 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.

# XVII. Course Content and Reading Assignments
Readings due on the date listed below. Unless otherwise noted, students may select TWO readings of their choice for each week and will be expected to discuss in class

| Week One: Introductions and Course Overview |
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**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

**Reading & resources:**
- Review syllabus.

- Visit the "Connecting the dots" online training developed by the Centers for Disease Control and Prevention (https://vetoviolence.cdc.gov/apps/connecting-the-dots/training/introduction-training).  Watch the brief videos "introduction to training" (1:13) and "Overlaps between multiple forms of violence" (1:29).  Feel free to watch the other sections as well.

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**Week Two:     The policy making process**

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**Module Learning Objectives**
- To understand how **social problems** are defined and how political values, ideologies, and power influence this process.
- 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.
- To outline how policies are created and the role of social workers in participating in that process
- To determine the values and other factors that influence how a policy is created

*Required Readings:*
Chambers, D. E., & Wedel, K. R. (2009). Chapter 1: Analyzing the social problem background of social policies and social programs. *Social policy and social programs: A method for the practical public policy analyst* (5th ed.). Boston: Allyn & Bacon. **(Can be found in e-Reserves at Library)**

Editorial Board (June 19, 2021). The two Men Blocking Military Sexual Assault Reform. The New York Times.

*Online resources (required):*
School House Rock – 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!

*Supplemental readings:*
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. **(Can be found in e-Reserves at Library)**

Blau, J. & Abramovitz, M. (2014). Chapter 6: Social movements and social change. In *The dynamics of social welfare policy*. New York: Oxford University Press. **(Can be found in e-Reserves at Library)**

Hilgartner, S. & Bosk, C.L. (1988). The rise and fall of social problems: A public arenas model. *The American Journal of Sociology, 94*(1), 53-78.

## Week Three:  Analyzing social policies

**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:*
Hankivksy, O. (2012). An Intersectionality-Based Policy Analysis Framework. Please read 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. **(Can be found in e-Reserves at Library)**

Kendi, I. X. (2019). How to be an anti-racist. Please read Chapter 1, "Definitions", p 17-20. (Can be found in e-Reserves at Library)

## Week Four: Unintended policy consequences

**Module Learning Objective**
- 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

**Learning Resources & Materials**

*Readings (Pick two):*
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

Leisnring, 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

*Optional Resource:*
>    https://www.youtube.com/watch?v=xzdeZdg6nxo

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| **Weeks Five-Six:** | **Social Change & Policy Advocacy Skills** |

**Module Learning Objective**
- To learn about various types of advocacy and the role of social workers

**Learning Resources & Materials**

*Readings (Pick two per week):*

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* (5th Ed.). (pp. 140-165). Pacific Grove, CA: Brooks/Cole Publishing Company. **(Can be found in e-Reserves at Library)**

Lane, S.R., Ostrander, J., Rhodes Smith, T. (2017). 'Politics is social work with power': Training social workers for elected office. *Social Work Education, 37*, 1-16.

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. **(Can be found in e-Reserves at Library)**

***Online Supplemental Resources:***
Tongco, T. (2016). How to Make Your Congressman Listen to You. Retrieved from attn.

Victor, D. (2016). Here's Why You Should Call, Not Email, Your Legislators. *The New York Times*.

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**Weeks Seven-Eight:  Evolution of policies to address interpersonal violence**

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

**Learning Resources & Materials**

***Required Readings for all:***

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. **(Can be found in e-Reserves at Library)**

Davis, A. (1981). Rape, racism and the myth of the black rapist. In *Women, race and class*. Chapter 11. New York: Random House.

***Pick two of the following:***

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. **(Can be found in e-Reserves at Library)**

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.

Kearns, M. C., Reidy, D. E., & Valle, L. A. (2015). The role of alcohol policies in preventing intimate partner violence: A review of the literature. *Journal of Studies On Alcohol & Drugs*, *76*(1), 21-30.

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. **(Can be found in e-Reserves at Library)**

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].

Stoever, J. K. (2014). Enjoining abuse: The case for indefinite domestic violence protection orders. *Vanderbilt Law Review*, *67(4),* 1015-1098.

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.proxy.libraries.rutgers.edu/10.1080/09540253.2016.122501

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**Week Nine: The Violence Against Women Act & federal legislation**

**Module Learning Objective**
- To understand the significance of the passing of the Violence Against Women Act
- To identify the various components of the Violence Against Women Act and its subsequent amendments

**Learning Resources & Materials**

**REQUIRED FOR ALL:**
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.

*Readings (Pick two):*
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.

Lee, E. (2017). The Clery Act on Campus: Status update and gender implications. *New Directions for Community Colleges*, *2017*(179), 59–66.

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.

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.

U.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

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## Week Ten:  State Policies on Interpersonal Violence

**Module Learning Objective**
- To understand the role of state policies and statutes in addressing interpersonal violence

**Learning Resources & Materials**

*Readings (Pick Two):*

Boal, A., & Mankowski, E. (2014). The impact of legislative standards on batterer intervention program practices and characteristics. *American Journal of Community Psychology*, *53*(1-2), 218–230

DeMatteo, D., Wagage, S., & Fairfax-Columbo, J. (2017). Cyberstalking: Are we on the same (web)page? A comparison of statutes, case law, and public perception. *Journal of Aggression, Conflict and Peace Research, 9*(2), 83-94

D'Inverno, A., Reidy, D., & Kearns, M. (2018). Preventing intimate partner violence through paid parental leave policies. *Preventive Medicine*, *114*, 18–23.

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.

Jayasundara, D., Legerski, E., Danis, F., Ruddell, R., D'inverno, A., Kearns, M., & Reidy, D. (2018). Oil development and intimate partner violence: Implementation of Section 8 housing policies in the Bakken Region of North Dakota and Montana. *Journal of Interpersonal Violence*, *33*(21), 3388–3416.

Johnson, L., Postmus, J. L., Hetling, A., Steiner, J., Riordan, A., & Braasch, L. (2020). Divergent Attitudes among Domestic Violence Risk Assessors and County Welfare Agency Staff during the Family Violence Option Process. *Human Service Organizations, Management, Leadership & Governance*, *44*(2), 169–186.

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.

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

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

Richards, T., & Kafonek, K. (2016). Reviewing state legislative agendas regarding sexual assault in higher education: Proliferation of best practices and points of caution. *Feminist Criminology*, *11*(1), 91–129.

Swanbert, J. E., Ojha, M. U. & Macke, C. (2012). State employment protection statutes for victims of domestic violence: Public policy's response to domestic violence as an employment matter. *Journal of Interpersonal Violence, 27*(3), 587-619.

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

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.

Whitesell, A. (2018). Who represents the needs of domestic violence survivors in state welfare policy? *Politics & Gender*, *15*(3), 1–33. https://doi.org/10.1017/S1743923X18000429

Willie, T. C., Kershaw, T., Perler, R., Caplon, A., Katague, M., & Sullivan, T. P. (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.

**Module Learning Objective**
- To identify trends in VAW and immigration over time
- To know VAW and immigration laws in own state

**Learning Resources & Materials**

*Readings (Pick two):*
Amuedo-Dorantes, C., & Arenas-Arroyo, E. (n.d.). Immigration enforcement, police trust and domestic violence.

Bhuyan, R.  (2008). The production of the "battered immigrant" in public policy and domestic violence advocacy.  *Journal of Interpersonal Violence, 23*(2), 153-170.

Engelbrecht, C. (2018, June 3). Fewer immigrants are reporting domestic abuse. Police blame fear of deportation. *The New York Times*. Retrieved from https://www.nytimes.com/2018/06/03/us/immigrants-houston-domestic-violence.html

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

Freedman, J. (2010). Protecting women asylum seekers and refugees: From international norms to national protection? *International Migration, 48*(1), 176-198.

Hayoun, M. (2019, June 20). Immigrant domestic violence survivors are afraid to go to law-enforcement under Trump. *Pacific Standard*. Retrieved from https://psmag.com/social-justice/immigrant-domestic-violence-survivors-are-afraid-to-go-to-law-enforcement-under-trump

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.

Lee, E. (2019). Linguistic support services for immigrant domestic violence victims. *Journal of Social Service Research, 45:5,* 715-726. Retrieved from https://doi.org/10.1080/01488376.2018.1511502

Ortega, D. M., Graybill, L., Lasch, C.N. (2015). Enacting and sustaining trauma and violence through policy enforcement. *Affilia: Journal of Women and Social Work*. *30*. 281–285.

Ramos, B. (2013). The impact of intimate partner violence on the mental health of Latin American immigrant women in the U.S. 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.

Roure, J. G. (2019). Immigrant women, domestic violence, and hurricanes Irma and
Maria in Puerto Rico: Compounding the violence for the most vulnerable. *Georgetown
Journal of Gender and the Law, 20*(3), 631-698.

Sokoloff, N. J., & Pearce, S. C. (2011). Intersections, immigration, and partner violence: A view
from a new gateway-Baltimore, Maryland. *Women & Criminal Justice*, *21*(3), 250-266.

Vidales, G. (2010). Arrested justice: the multifaceted plight of immigrant Latinas who faced
domestic violence. (Original article). *Journal of Family Violence*, *25*(6), 533–544.
https://doi.org/10.1007/s10896-010-9309-5

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

Wilson, J., Rappleyea, D., Hodgson, J., Hall, T., & White, M. (2014). Intimate partner violence
screening among migrant/seasonal farmworker women and healthcare: A policy brief.
*Journal of Community Health*, *39*(2), 372-377.

*Online resources:*
Goldberg, H. (2017, June 2). How harsh immigration policies put domestic violence survivors
in great danger. Retrieved from *Self.*

Southall, A. (2017, May 25). Police must tackle language barrier in domestic abuse cases.
*The New York Times.*

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**Week Twelve: Policies related to human trafficking**

**Module Learning Objective**
- 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

**Learning Resources & Materials**

*Readings (Pick two):*
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.

Farrell, A., & Fahy, S. (2009). The problem of human trafficking in the U.S.: Public frames and policy responses. *Journal of Criminal Justice*, *37*(6), 617–626. https://doi.org/10.1016/j.jcrimjus.2009.09.010

Hua, J., & Nigorizawa, H. (2010). US sex trafficking, women's human rights and the politics of representation. *International Feminist Journal of Politics*, *12*(3-4), 401–423. https://doi.org/10.1080/14616742.2010.513109

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. **(Can be found in e-Reserves at Library)**

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.

Noyori-Corbett, C., & Moxley, D. (2017). A transnational feminist policy analysis of the Trafficking Victims Protection Act. *International Journal of Social Welfare*, 26(2), 107–115.

Potocky, M. (2010). The Travesty of Human Trafficking: A Decade of Failed U.S. Policy. *Social Work*, *55*(4), 373–375. https://doi.org/10.1093/sw/55.4.373

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.

Vanwesenbeeck, I. (2017). Sex work criminalization is barking up the wrong tree. *Archives of Sexual Behavior*, *46*(6), 1631–1640. https://doi.org/10.1007/s10508-017-1008-3

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**Week Thirteen-Fourteen:  International policies related to interpersonal violence**

**Module Learning Objective**
- To identify and assess the impact of key global policies related to interpersonal violence

**Learning Resources & Materials**
*Readings (Pick two):*

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., & Mbwambo, J. K. K. (2014).Violence and health: Current perspectives 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.

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.

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

| Week Fifteen: | Presentations |
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**Course Objective**
To understand the social work skills and activities which promote social and economic justice.

**Module Learning Objective**
- To demonstrate policy brief skills to others

**Learning Resources & Materials**
  *Readings*:  **None Required**