



# USC | School of Social Work

## Social Work 522

### Global Violence Against Women

### 3 Units

*"The most notable fact our culture imprints on women is the sense of our limits. The most important thing one woman can do for another is to illuminate and expand her sense of actual possibilities"*

— Adrienne Rich

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**Office Hours:** By appointment

**Course Day:** Thursdays  
**Course Time:** 1pm – 3:50  
**Course Location:** Classroom B OCAC

#### I. COURSE PREREQUISITES

SOWK 503 and 505; SOWK 534 and 535

#### II. CATALOGUE DESCRIPTION

This course provides a broad understanding of violence against women within a global context, moving beyond the examination of violence as a phenomenon in order to effect social change.

#### III. COURSE DESCRIPTION

This course will examine a continuum of global violence against women, highlighting when appropriate, areas where these violences are prevalent. This continuum will include trafficking of women and children (both sexual and labor slavery), forced sterilization, femicide, female genital mutilation, sexual assault as a tool of conflict, and domestic violence. The movement for ending violence against women is rooted firmly in the feminist social work arena, namely within the NASW Committee on Women's Issues and the Council on Social Work Education's Committee on the Status of Women.

Discussions of violence against women are often contained to local, clinical, and service oriented models. A larger view of the continuum of violence against women within a global perspective is needed for social workers to gain a comprehensive understanding. Further, most courses are limited to either examining macro policy issues or individual level change strategies. Yet, clearly, social workers need a more extensive grasp of both theory and practice to address the growing epidemic of global violence against

women. Finally, understanding the global phenomenon and scope within frameworks defined by the United Nations and other international entities will prepare students for international social work roles.

#### IV. COURSE OBJECTIVES

The Global Violence Against Women course (SOWK 522) will:

Objective #	Objectives
1	Provide students with a broad understanding of macro, mezzo, and micro approaches to violence against women within a global context.
2	Provide an understanding of the global phenomenon and scope of violence against women within the framework defined by the United Nations and other international entities.
3	Provide students with an in-depth and extensive grasp of both theory and practice to address the growing epidemic of global violence against women.
4	Examine the violence prevention, intervention, and advocacy in a global (or locally diverse) setting.
5	Increase students' intercultural competence

#### V. COURSE FORMAT / INSTRUCTIONAL METHODS

The course will be divided into three sections: defining global violence against women; examples of the violence continuum; and effecting social change. The course will be taught through a theoretical feminist lens as this lens was developed within the movement against violence towards women as well as providing the best representation of social workers working in this field.

The course will encompass a combination of diverse learning modalities and tools which may include, but are not limited to the following: didactic presentations by the instructor; small and large group discussions; case studies; videos; guest speakers; experiential exercises, computer-based, online activities. Students will also be asked to attend two field trips to local agencies who are doing work against global violence against women. The online teaching and learning environment provided by the University's Blackboard Academic Suite™ System (<https://blackboard.usc.edu/>) will support access to course-related materials and communication.

#### VI. STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following ten social work core competencies:

Social Work Core Competencies	SOWK 522	Course Objective
<b>1 Professional Identity</b>	*	<b>1</b>
<b>2 Ethical Practice</b>		
<b>3 Critical Thinking</b>	*	<b>3</b>
<b>4 Diversity in Practice</b>	*	<b>2, 4, 5</b>
<b>5 Human Rights &amp; Justice</b>	*	<b>3, 4</b>
<b>6 Research Based Practice</b>		
<b>7 Human Behavior</b>		
<b>8 Policy Practice</b>		
<b>9 Practice Contexts</b>		
<b>10 Engage, Assess, Intervene, Evaluate</b>		

\* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<b>Professional Identity</b> —Identify as a professional social worker and conduct oneself accordingly.  Social workers competent in Professional Identity: <ul style="list-style-type: none"> <li>Serve as representatives of the profession, its mission, and its core values.</li> <li>Know the profession's history.</li> <li>Commit themselves to the profession's enhancement and to their own professional conduct and growth.</li> </ul>	1. Advocate for client access to the services of social work.	Assignment 3
	2. Practice personal reflection and self-correction to ensure continual professional development.	Assignment 4
	3. Attend to professional roles and boundaries.	Assignments 3 and 4
	4. Demonstrate professional demeanor in behavior, appearance, and communication.	
	5. Engage in career-long learning.	Assignment 4 Class Participation
<b>Critical Thinking</b> —Apply critical thinking to inform and communicate professional judgments.  Social workers competent in Critical Thinking: <ul style="list-style-type: none"> <li>Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment.</li> <li>Use critical thinking augmented by creativity and curiosity.</li> <li>Understand that critical thinking also requires the synthesis and communication of relevant information.</li> </ul>	6. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	All Assignments Class Participation
	7. Analyze models of assessment, prevention, intervention, and evaluation.	
	8. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	

<b>Diversity in Practice</b> —Engage diversity and difference in practice.  Social workers competent in Diversity in Practice: <ul style="list-style-type: none"> <li>Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity.</li> <li>Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.</li> <li>Appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.</li> </ul>	9. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	Assignments 1 and 2
	10. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	Assignment 4
	11. Recognize and communicate understanding of the importance of difference in shaping life experiences.	Assignments 1 and 2
	12. View themselves as learners and engage those with whom they work as informants.	Assignment 4
<b>Human Rights &amp; Justice</b> —Advance human rights and social and economic justice.  Social workers competent in Human Rights & Justice: <ul style="list-style-type: none"> <li>Acknowledge that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.</li> <li>Recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights.</li> <li>Incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.</li> </ul>	13. Understand the forms and mechanisms of oppression and discrimination.	Assignments 2 and 4
	14. Advocate for human rights and social and economic justice.	
	15. Engage in practices that advance social and economic justice.	

## VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
<b>Assignment 1: Status of Women Report</b>	Feb. 11th	20%
<b>Assignment 2: Midterm Paper</b>	March 10th	20%
<b>Assignment 3: Presentation</b>	April 7, 14, & 21st	20%
<b>Assignment 4: Final Paper</b>	Thursday February 28th	30%
<b>Class Participation</b>	Ongoing	10%

Each of the major assignments is described below.

### **Assignment 1: Status of Women Report**

Students will focus on a country of their choice and construct a “Status of Women” report on this country. Students will be provided a set of criteria of what will need to be included in this report. The reports will be based on United Nations’ reports and other relevant materials. Papers should be 5-7 pages in length, follow APA formatting, and include 8-10 references (3 of which must be outside the course material).

**Due: (February 11<sup>th</sup> at 8 p.m. via Turn It In on Blackboard)**

*This assignment relates to student learning outcomes 6-9, and 11.*

### **Assignment 2: Midterm Paper**

In this assignment, students will build on Assignment 1 by selecting a relevant issue pertaining to global violence against women within their country of choice. Students will provide an overview of their selected issue as well as highlight a current intervention (micro, mezzo, or macro) that is currently being utilized by social workers to address, treat, and/or combat the situation. Further details will be provided in class. Papers should be 8-10 pages in length, follow APA formatting, and include 10-12 references (4 of which must be outside the course material).

**Due: (March 10<sup>th</sup> via Turn It In on Blackboard)**

*This assignment relates to student learning outcomes 1-9, 11, and 13-15.*

### **Assignment 3: Presentation**

Student presentation: Students will be asked to create a presentation based on Assignment 1 and 2. The presentation should be no longer than 10 minutes in length, incorporate a multimedia component (not PowerPoint), and include a handout for the class. Further information will be handed out in class.

**Due: (To be assigned April 7, 14, or 21st)**

*This assignment relates to student learning outcomes 1, 3, 4, and 6-11.*

### **Assignment 4: Final Paper**

Final paper: Students will return to their country of focus from Assignments 1-3. For the final paper, students will discuss the social change efforts that have occurred regarding Global Violence Against Women’s issues. These efforts can include but are not limited to: legislative initiatives, grassroots campaigns, and service based remedies. These change efforts should have a global perspective and connect the role of the United States (if applicable). Papers should be 8-10 pages in length, follow APA formatting, and include 10-12 references (4 of which must be outside the course material).

**Due: Thursday April 28<sup>th</sup> at 5 p.m.**

*This assignment relates to student learning outcomes 2-8, 10, and 12-15.*

### **Class Participation (10% of Course Grade)**

Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning through written and oral assignments and through active, oral class participation. Class participation should consist of meaningful, thoughtful, and respectful participation based on having completed required and independent readings and assignments prior to class. When in

class, students should demonstrate their understanding of the material and be prepared to offer comments or reflections about the material, or alternatively, to have a set of thoughtful questions about the material.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.89	B-	80 – 82	B-
2.25 – 2.59	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

## VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

### Required Textbooks

Seager, J. (2008). *The Penguin Atlas of Women in the World: Fourth Edition*. Penguin Books: NY.

Kristof, N.D. (2010). *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. Random House: NY.

Course Reader. Available on ARES

**Note:** Additional required and recommended readings may be assigned by the instructor throughout the course.

### Recommended Guidebook for APA Style Formatting

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

### Recommended Websites

National Associate of Social Workers

<http://www.naswdc.org>

The Elements of Style—A rule book for writing

<http://www.bartleby.com/141/>

USC Guide to Avoiding Plagiarism

[http://www.usc.edu/student-affairs/student-conduct/ug\\_plag.htm](http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm)

United Nations Entity for Gender Equality and the Empowerment of Women

<http://www.unwomen.org/>

The Girl Effect

<http://www.girleffect.org/learn/the-big-picture>

## Course Schedule—Detailed Description

### Part 1: Defining Global Violence Against Women

#### Unit 1: Introduction to Course: Understanding a Gendered Perspective to Global Issues

##### Topics

- Welcome
- Introduction to the course
- Overview of Learning Contract/Syllabus
- Film: Half the Sky

This Unit relates to course objective 2.

##### Required Readings

Bahun-Radunovic, S., & Rajan, J. V. G. (2008). On violence, gender, and global connections. In *Violence and gender in the globalized world: The intimate and the extimate* (pp. 1-8). Hampshire, England: Ashgate.

Saulnier, C. (2000). Liberal Feminism. In *Feminist theories and social work: Approaches and applications* (pp. 7-28). New York, NY: Haworth Press.

Saulnier, C. (2000). Global feminism. In *feminist theories and social work: Approaches and applications* (pp. 149-168). New York, NY: Haworth Press.

Seager, J. (2008). Crisis zones. In *The Penguin atlas of women in the world* (4<sup>th</sup> ed., pp. 100-101). New York, NY: Penguin.

Seager, J. (2008). Demography and health, school, work, power. In *The Penguin atlas of women in the world* (4<sup>th</sup> ed., pp. 108-123). New York, NY: Penguin.

Seager, J. (2008). In their place. In *The Penguin atlas of women in the world* (4<sup>th</sup> ed., pp. 18-19). New York, NY: Penguin.

Seager, J. (2008). The state of women. In *The Penguin atlas of women in the world* (4<sup>th</sup> ed., pp. 16-17). New York, NY: Penguin.

#### Unit 2: UN Declaration on Women's Rights: Gains Since Beijing?

##### Topics

- Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) (<http://www2.ohchr.org/english/law/cedaw.htm>)

This Unit relates to course objectives 2 and 4.

##### Required Podcast Before Class

<http://www.pri.org/stories/2015-03-06/whats-status-womens-rights-20-years-after-beijing> (this is an article and the podcast is below the picture. It is a news interview).

<http://www.kcrw.com/news-culture/shows/to-the-point/the-un-and-violence-against-women>

##### Required Readings

Beijing: Declaration on Women's Rights. (n.d.). Retrieved from <http://www.un.org/womenwatch/daw/beijing/platform/declar.htm>



- Penn, M., & Nardos, R. (2003). Appendix D. In *Overcoming violence against women and girls: The international campaign to eradicate a worldwide problem* (pp. 215-222). Boulder, CO: Rowman & Littlefield.
- Reichert, E. (2006). Beyond universal declaration of human rights. In *Understanding human rights: An exercise book* [Paperback] (pp. 59-76). Thousand Oaks, CA: Sage.
- Reichert, E. (2006). The international side of human rights and social work. In *Understanding human rights: An exercise book* [Paperback] (pp. 153-170). Thousand Oaks, CA: Sage.
- Renzetti, C., Edleson, J., & Bergen, R. (Eds.). (2000). Violence against women as human rights. In *Sourcebook on violence against women* (pp. 481-500). Thousand Oaks, CA: Sage.
- Seager, J. (2008). States against discrimination. In *The Penguin atlas of women in the world* (4<sup>th</sup> ed., pp. 14-15). New York, NY: Penguin.

### Recommended Readings

iTunes. (n.d.). *The United Nations: Challenges and change* [Podcast]. Retrieved from <http://itunes.apple.com/us/podcast/the-united-nations-challenges/id291887566>

## Unit 3: History and Perspectives of Global Violence Against Women

### Topics

- Why use a feminist lens?
- Comparison of theoretical understanding of violence against women

This Unit relates to course objectives 1, 2, and 3.

### Required Readings

- Bahun-Radunovic, S., & Rajan, J. V. G. (2008). The after-war war of genders: Misogyny, feminist ghettoization, and the discourse of responsibility in post-Yugoslav societies. In *Violence and gender in the globalized world: The intimate and the extimate* (pp. 91-106). Hampshire, England: Ashgate.
- Beckman, K. (2004). Feminism in the time of violence. In E. Castelli & J. Jakobsen (Eds.), *Interventions: Activists and academics respond to violence* (pp. 13-22). New York, NY: Palgrave Macmillan.
- Penn, M., & Nardos, R. (2003). Appendix D. In *Overcoming violence against women and girls: The international campaign to eradicate a worldwide problem* (pp. 215-222). Boulder, CO: Rowman & Littlefield.
- Hatcher, W., & Radpour, M. (2003). Confronting structural violence against women and girls: The principle and practice of gender equity. In *Overcoming violence against women and girls: The international campaign to eradicate a worldwide problem* (pp. 23-40). Boulder, CO: Rowman & Littlefield.
- Mohanty, C. (2004) Cartographies of struggle: Third World women and the politics of feminism. In *Feminism without borders: Decolonizing theory, practicing solidarity* (pp. 43-84). Durham: Duke University Press.
- Kaufman, M. (1997). The construction of masculinity and the trait of men's violence. In O'Toole, L., & Schiffman, J., *Gender violence: Interdisciplinary perspectives* (pp. 33-56) New York, NY: NYU Press.



## Part 2: Examples of Global Violence Against Women

**Note:** This course is not meant to be an exhaustive in demonstrating and presenting ALL instances and types of violence towards women, nor is it intended to emphasize the importance of one violence over another. The following examples have been included and chosen as they are identified by the global community as the most pressing, the most intensified, and the most urgent of violent situations towards women and children.

### Unit 4: Marriage and Children: “Private” Sphere

#### Topics

- Dowry death
- Forced sterilization
- One child policies
- Domestic violence
- Feudalization and patriarchy

This Unit relates to course objectives 2-4.

#### Required Podcast

University of North Dakota MedCast. (n.d.) *American Indian women's conflict and violence experience* [Podcast]. Retrieved from <http://deimos3.apple.com/WebObjects/Core.woa/Browse/und.edu.1365787437?i=1264499974>

#### Required Readings

- Penn, M., & Nardos, R. (2003). Culture, traditional practices, and gender based violence. In *Overcoming violence against women and girls: The international campaign to eradicate a worldwide problem* (pp. 97-100). Boulder, CO: Rowman & Littlefield.
- Muzumdar, K. (2001). Dowry-related violence. *The Indian Journal of Social Work*, 62(3), 413-397.
- O'Toole, L., & Schiffman, J. (1997). The origin of the family, private property, and the state. In *Gender violence: Interdisciplinary perspectives* (pp. 12-32). New York, NY: NYU Press.
- Rudd, J. (2001). Dowry-murder: An example of violence against women. *Women's Studies International Forum*, 24(5), 513-522.
- Seager, J. (2008). Domestic violence. In *The Penguin atlas of women in the world* (4<sup>th</sup> ed., pp. 28-29). New York, NY: Penguin.
- Seager, J. (2008). Households. In *The Penguin atlas of women in the world* (4<sup>th</sup> ed., pp. 22-23). New York, NY: Penguin.
- Seager, J. (2008). Marriage and divorce. In *The Penguin atlas of women in the world* (4<sup>th</sup> ed., pp. 24-25). New York, NY: Penguin.
- Seager, J. (2008). Motherhood. In *The Penguin atlas of women in the world* (4<sup>th</sup> ed., pp. 34-35). New York, NY: Penguin.

### Unit 5: Women and Militarism

#### Topics

- Rape as a “weapon” of war
- Comfort women
- Impact of militarism
- Women in the military

This Unit relates to course objectives 2-4.

**Required Readings**

- Cockburn, C. (2004). The continuum of violence: A gender perspective on war and peace. In W. Giles & J. Hyndman (Eds.), *Sites of Violence: Gender and Conflict Zones* (pp. 24-44). Berkeley, CA: University of California Press.
- Falcon, S. (2007). Rape as a weapon of war: Militarized rape at the US-Mexico border. In D. Segura & P. Zavella (Eds.), *Women and migration in the U.S.-Mexico borderlands: A reader (Latin America Otherwise)* (pp. 203-223). Durham, NC: Duke University Press.
- Penn, M., & Nardos, R. (2003). Sexual violence against women and girls. In *Overcoming violence against women and girls: The international campaign to eradicate a worldwide problem* (pp. 41-70). Boulder, CO: Rowman & Littlefield.
- Majewski, K. (2015) The History of Sexual Violence in War. In Zaleski, K. (2015). Understanding and Treating Military Sexual Trauma. (Chapter 1, pages 3-14). Springer: NY. (Chapter is available for free through USC library).
- Moja, S. (2004). No "safe haven": Violence against women in Iraqi Kurdistan. In W. Giles & J. Hyndman (Eds.), *Sites of violence: Gender and conflict zones* (pp. 108-133). Berkeley, CA: University of California Press.
- Murthy, P., & Smith, C. (2009). Women and children in war and complex emergencies: Human rights, the humanitarian endeavor, and progress towards equality. In *Women's global health and human rights* (pp. 47-58). Sudbury, MA: Jones & Bartlett.
- Seager, J. (2008). Rape. In *The Penguin atlas of women in the world* (4<sup>th</sup> ed., pp. 58-59). New York, NY: Penguin.
- United States Holocaust Memorial Museum. (n.d.). *Gender based violence*. Retrieved from <http://itunes.apple.com/us/itunes-u/gender-based-violence-genocide/id427280772> (Instructor Note: This is a film available for free through iTunes.)

**Unit 6: Women as Commodities****Topics**

- Labor trafficking
- Sex trafficking
- Modern day slavery
- Commercially Sexually Exploited Children (CSEC)
- Prostitution
- Pornography

This Unit relates to course objectives 2-4.

**Required Readings**

- Bahun-Radunovic, S., & Rajan, J. V. G. (2008). Litigating international human rights claims of sexual violence in the U.S. courts: A brief overview of cases brought under the alien tort statute and the torture victim protection act. In *Violence and gender in the globalized world: The intimate and the extimate* (pp. 125-140). Hampshire, England: Ashgate.
- Bahun-Radunovic, S., & Rajan, J. V. G. (2008). Victims, villains, saviors: On the discursive constructions of trafficking in women. In *Violence and gender in the globalized world: The intimate and the extimate* (pp. 157-174). Hampshire, England: Ashgate.
- Brückner, M. (2008). Women in prostitution and social responsibility. *Social Work & Society*, 6(2), 315-323.

- Crawford, M., & Kaufman, M. (2008). Sex trafficking in Nepal: Survivor characteristics and long-term outcomes. *Violence Against Women*, 14(8), 905-916.
- Farley, M., Cotton, A., Lynne, J., Zumbek, S., Spiwak, F., Reyes, M., ... Sezgin, U. (2003). Prostitution and trafficking in nine countries: An update on violence and posttraumatic stress disorder. In M. Farley (Ed.), *Prostitution, trafficking, and traumatic stress* (pp. 33-74). New York, NY: Haworth Press.
- Kalergis, K. (2009). A passionate practice: Addressing the needs of commercially sexually exploited teenagers. *Affilia*, 24(3), 315-324.
- Seager, J. (2008). Global sex trafficking. In *The Penguin atlas of women in the world* (4<sup>th</sup> ed., pp. 56-57). New York, NY: Penguin.

### Recommended Readings

- Alvarez, N. (Producer), & Schisgall, D., & Alvarez, N. (Director). (2007). *Very young girls* [Motion picture]. United States: GEMS.  
(Instructor Note: This is a film available for free through iTunes.)

## Unit 7: Global Sweatshops

### Topics

- Economic globalization
- Women workers
- Sweatshops and assembly lines

This Unit relates to course objectives 2-4.

### Required Readings

- Ho, L., Powell, C., & Volpp, L. (2000). (Dis)assembling rights of women workers along the global assembly line: Human rights and the garment industry. In A. K. Wong (Ed.), *Global critical race feminism: An international reader* (pp. 377-391). NY: New York University Press.
- International Museum of Women: Maquilapolis. (n.d.). Retrieved from <http://www.imow.org/wpp/stories/viewStory?storyId=116>
- Eisenstein, H. (2009). Globalization and women's labor. In *Feminism seduced: How global elites use women's labor and ideas to exploit the world* (pp. 17-38). Boulder, CO: Paradigm Publishers.
- Lim, L. (2003). Capitalism, imperialism, and patriarchy: The dilemma of third-world women workers in multinational factories. In C. McCann & S. Kim (Eds.), *Feminist theory reader: Local and global perspectives* (pp. 222-230). New York, NY: Routledge.
- Seager, J. (2008). Fieldwork. In *The Penguin atlas of women in the world* (4<sup>th</sup> ed., pp. 68-69). New York, NY: Penguin.
- Seager, J. (2008). Migration. In *The Penguin atlas of women in the world* (4<sup>th</sup> ed., pp. 72-73). New York, NY: Penguin.
- Seager, J. (2008). Unequal opportunities. In *The Penguin atlas of women in the world* (4<sup>th</sup> ed., pp. 66-67). New York, NY: Penguin.
- Seager, J. (2008). Unpaid work. In *The Penguin atlas of women in the world* (4<sup>th</sup> ed., pp. 70-71). New York, NY: Penguin.
- Seager, J. (2008). Working for wages. In *The Penguin atlas of women in the world* (4<sup>th</sup> ed., pp. 62-63). New York, NY: Penguin.

Seager, J. (2008). Workplaces. In *The Penguin atlas of women in the world* (4<sup>th</sup> ed., pp. 64-65). New York, NY: Penguin.

Wright, M. (2007). The dialectics of still life: Murder, women, and maquiladoras. In D. Segura & P. Zavella (Eds.), *Women and migration in the U.S.-Mexico borderlands: A reader (Latin America Otherwise)* (pp. 184-201). Durham, NC: Duke University Press.

## Unit 8: Controlling Women's Bodies and Sexuality

### Topics

- Female genital mutilation
- Women's sexuality
- Reproductive rights

This Unit relates to course objectives 2-4.

### Required Readings

Penn, M., & Nardos, R. (2003). Culture, traditional practices, and gender based violence. In *Overcoming violence against women and girls: The international campaign to eradicate a worldwide problem* (pp. 88-96). Boulder, CO: Rowman & Littlefield.

Murthy, P., & Smith, C. (2009). A woman's sexuality. In *Women's global health and human rights* (pp. 461-472). Sudbury, MA: Jones & Bartlett.

Seager, J. (2008). Abortion. In *The Penguin atlas of women in the world* (4<sup>th</sup> ed., pp. 38-39). New York, NY: Penguin.

Seager, J. (2008). Beauty. In *The Penguin atlas of women in the world* (4<sup>th</sup> ed., pp. 52-53). New York, NY: Penguin.

Seager, J. (2008). Contraception. In *The Penguin atlas of women in the world* (4<sup>th</sup> ed., pp. 36-37). New York, NY: Penguin.

Seager, J. (2008). Lesbian rights. In *The Penguin atlas of women in the world* (4<sup>th</sup> ed., pp. 26-27). New York, NY: Penguin.

Seager, J. (2008). Under the knife. In *The Penguin atlas of women in the world* (4<sup>th</sup> ed., pp. 54-55). New York, NY: Penguin.

World Health Organization. (1998). Female Genital Mutilation: An overview. Geneva, Switzerland: Author.

## Unit 9: Women and Religion

### Topics

- Honor killings
- Veilings
- Women's religions

This Unit relates to course objectives 2-4.

### Required Podcast

<http://www.pri.org/stories/2015-05-02/women-saudi-arabia-have-two-choices-either-lose-your-mind-or-become-feminist>

### Required Readings

Afzal-Kahn, F. (2004). The female body as site of attack: Will the "real" Muslim woman's body please reveal itself? In E. Castelli & J. Jakobsen (Eds.), *Interventions: Activists and academics respond to violence* (pp. 187-196). New York, NY: Palgrave Macmillan.

Ahmed, L. (2005). The veil debate—Again. In F. Nouraie-Simone (Ed.), *On shifting ground: Muslim women in the global era* (pp. 153-152). New York, NY: The Feminist Press at CUNY.

Morin, K., & Guelke, J. (2007). Women, religion, & space: Global perspectives on gender and faith. Syracuse, NY: Syracuse University Press.  
(Instructor Note: Excerpts from: Religion and Women's Mobility.)

Patel, S., & Gadit, A. M. (2008). Karo-Kari: A form of honour killing in Pakistan. *Transcultural Psychiatry*, 45(4), 683-694.

Sev'Er, A., & Yurdakul, G. (2001). Culture of honor, culture of change: A feminist analysis of honor killings in rural Turkey. *Violence against Women*, 7(9), 964-998.

## Part 3: Social Change to End Global Violence Against Women

### Unit 10: Women Organize for Social Change

#### Topics

- Examples of women's movements to end global violence
  - ▼ Mothers of Plaza de Mayo
  - ▼ VDay Movement

This Unit relates to course objectives 1, 3, and 5.

#### Required Readings

Johnson, H., Ollus, N., & Nevala, S. (2007). Violence against women worldwide. In *Violence against women: An international perspective* (pp. 1-17). New York, NY: Springer.

Johnson, H., Ollus, N., & Nevala, S. (2007). What can be done to end violence against women? In *Violence against women: An international perspective* (pp. 167-181). New York, NY: Springer.

Kristof, N., & WuDunn, S. (2009). What you can do. In *Half the sky: Turning oppression into opportunity for women worldwide* (pp. 233-254). New York, NY: Vintage.

Seager, J. (2008). Feminist organizing. In *The Penguin atlas of women in the world* (4<sup>th</sup> ed., pp. 104-105). New York, NY: Penguin.

### Unit 11: Micro and Mezzo Interventions

#### Topics

- Liberation psychology
- Feminist therapies
- Support groups
- Community building

This Unit relates to course objectives 1, 3, and 5.

#### Required Readings

Camerford, S., & Fambrough, M. (2002). Constructing learning sites for solidarity and social action: Gender autobiography for consciousness raising. *Affilia*, 17(4), 411-428.

Hedin, U., & Mansson, S. (2003). The importance of supportive relationships among women leaving prostitution. In M. Farley (Ed.), *Prostitution, trafficking, and traumatic stress* (pp. 223-238). New York, NY: Haworth Press.

Kristof, N., & WuDunn, S. (2009). Rule by rape. In *Half the sky: Turning oppression into opportunity for women worldwide* (pp. 61-80). New York, NY: Vintage.

Rabin, C. (2004). Gender and culture issues in helping survivors of child sexual abuse and violence. In *Understanding Gender and Culture in the Helping Process* (pp. 1-27). Florence, KY: Brooks Cole.

## Unit 12: Macro Approaches

### Topics

- Political victories
- Women's Rights as human rights

This Unit relates to course objectives 1, 3, and 5.

### Required Readings

Human Rights Watch. (n.d.). *ILO: New landmark treaty to protect domestic workers*. Retrived from <http://www.hrw.org/en/category/topic/women>

Johnson, H., Ollus, N., & Nevala, S. (2007). What can be done to end violence against women?. In *Violence against women: An international perspective* (pp. 167-181). New York, NY: Springer.

Johnson, H., Ollus, N., & Nevala, S. (2007). Violence against women worldwide. In *Violence against women: An international perspective* (pp. 1-17). New York, NY: Springer.

Seager, J. (2008). The vote. In *The Penguin atlas of women in the world* (4<sup>th</sup> ed., pp. 94-95). New York, NY: Penguin.

Seager, J. (2008). Women in government. In *The Penguin atlas of women in the world* (4<sup>th</sup> ed., pp. 96-97). New York, NY: Penguin.

Spindel, C., Levy, E., & Conner, M. (2000). *With an end in sight: Strategies from the UNIFEM Trust Fund to eliminate violence against women*. United Nation Development Fund for Women.

Women's Rights. (n.d.). *Women's rights are human rights*. Retrieved from <http://www.amnestyusa.org/our-work/issues/women-s-rights>

Women's Rights are Human Rights: A new language and new standards. (n.d.). *Appendix 1: Legislation on violence against women by country*. Retrieved from <http://www.un.org/rights/dpi1772e.htm>

## Unit 13: Tools for Change

### Topics

- Community-based interventions, strategies, and tactics
  - ▼ Indigenous interventions
  - ▼ Interdisciplinary perspectives

This Unit relates to course objectives 1, 3, and 5.

### Required Readings

Bent-Goodley, T. B. (2009). A Black experience-based approach to gender-based violence. *Social Work*, 54(3), 262-269.

Cheung, M., & Liu, M. (2008). The self-concept of Chinese women and the indigenization of social work in China. *International Social Work*, 47(1), 109-127.

Mizrahi, T. (2007). Women's ways of organizing: Strengths and struggles of women activists over time. *Affilia*, 22(1), 39-55.

Rabin, C. (2004). Facilitating telling stories through psychodynamic groups: Traumatized women in the former Yugoslavia. In *Understanding gender and culture in the helping process* (pp. 230-246). Florence, KY: Brooks Cole.

**Unit 14: Think Globally, Act Locally**

**Topics**

- Student presentations

This Unit relates to course objectives 1-5.

**Unit 15: Course Wrap Up and Review**

**Topics**

- Social workers and combatting violence against women
- Examining current global trends

This Unit relates to course objectives 1-5.

**STUDY DAYS / NO CLASSES**

**FINAL EXAMINATIONS**



## University Policies and Guidelines

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### IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email ([enrile@usc.edu](mailto:enrile@usc.edu)) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to *Scampus* and to the USC School of Social Work Student Handbook for additional information on attendance policies.

### X. STATEMENT ON ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

### XI. STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday.

Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or [ability@usc.edu](mailto:ability@usc.edu).

### XII. EMERGENCY RESPONSE INFORMATION

**Note:** The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.

To receive information, call the main number (213) 740-2711, press #2. "For recorded announcements, events, emergency communications or critical incident information."

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website: <http://emergency.usc.edu>

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

Students may also sign up for a **USC Trojans Alert** account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at <https://trojansalert.usc.edu>.

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
<b>City Center</b>	Front of Building (12 <sup>th</sup> & Olive)	<b>Orange County</b>	Faculty Parking Lot
<b>MRF</b>	Lot B	<b>San Diego</b>	Building Parking Lot
<b>SWC</b>	Lot B	<b>Skirball</b>	Front of Building
<b>VKC</b>	McCarthy Quad		
<b>WPH</b>	McCarthy Quad		

Do not re-enter the building until given the "all clear" by emergency personnel.

### **XIII. STATEMENT ABOUT INCOMPLETES**

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official "Incomplete Completion Form."

### **XIV. POLICY ON LATE OR MAKE-UP WORK**

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

### **XV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS**

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

### **XVI. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS**

*Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly*  
[<http://www.socialworkers.org/pubs/Code/code.asp>]

#### **Preamble**

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to

social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

## **XVII. COMPLAINTS**

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at [pmaiden@usc.edu](mailto:pmaiden@usc.edu). Or, if you are a student of the VAC, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or [june.wiley@usc.edu](mailto:june.wiley@usc.edu) for further guidance

## **XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE**

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments before coming to class.
- ✓ Before coming to class, review the materials from the previous Unit and the current Unit, and scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ After you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

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*Don't procrastinate or postpone working on assignments.*

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