

**PUAD 5940 H50: IPV Advocacy and Change**

Graduate School of Public Affairs

University of Colorado Denver

**Instructor**

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Office Hours: By appointment (online)

Term: Spring 2019

Dr. Johanna Moya Fábregas works for the Texas Council on Family Violence, developing and implementing curricula for leaders of domestic violence and sexual assault programs throughout the state of Texas. She also serves as the coalition’s spokeswoman, representing them in Spanish language radio and television networks.

Dr. Moya Fábregas academic background is rooted in History. Her research focused on the evolution of gender identities and revolutions in 20th Century Latin America and the Caribbean. She has conducted oral history projects in both Canada and Cuba, examining the participation and leadership of women in the 1959 Cuban Revolution and its impact on masculinities.

In addition to her current role, she enjoys teaching courses on issues of gender, race, and class from a historical perspective and addressing these issues through advocacy in local organizations.

# COURSE OVERVIEW

**Course Description and Objectives**

This course will offer students the opportunity to tailor their learning according to their own research questions and interests. We will examine historical approaches to address gender-based violence as well as other pressing issues, paying particular attention to the context surrounding those social movements. Understanding both the successes and shortcomings of past organized struggles will inform the lens through which we examine contemporary efforts to address interpersonal violence (IPV), helping us develop our own perspectives and approaches to develop creative solutions that can be implemented in our communities.

This is a strategy-focused course that leans heavily on the “how to” of addressing the domestic and sexual violence issues that you have analyzed in previous classes and experiences. Therefore, we will spend most of our time learning to identify, analyze, and employ the resources available to address IPV.

**Pre-Intensive Preparation:**

This course is intended to be tailored to the students’ goals and experiences. Prior to the start of the semester, the professor will communicate with you directly (via Canvas) to gain an understanding of your perspective on the gender-based violence movement as well as your goals and expectations for the course.

**After completing the course, students will be able to:**

* Utilize a historical lens to understand the anatomy of social movements that have addressed IPV as well as other related issues.
* Gain a heightened awareness of the transformation of an oppressive culture through innovative prevention work.
* Develop new strategies that engage technology-based resources to build intersectional alliances aimed at organizing and mobilizing communities.
* Identify the oppressive models of masculinity and articulate the current male-led initiatives to re-think and ultimately transform those models.
* Engage specific strategies to cultivate resiliency in all those who advocate for survivors of violence.

**Course Topics**:

* Community organizing for social advocacy and change
* Innovative IPV Prevention Efforts
* The Role of Men in the Movement
* Storytelling for Social Change
* Cultivating Resiliency in Advocates

# Required Texts and Materials\*:

# Books:

Castells, M. (2015). Networks of Outrage and Hope: Social Movements in the Internet Age. Cambridge, UK: Polity Press.

Jobin-Leeds, G. and AgitArte. (2016). When We Fight, We Win: Twenty-First-Century Social Movements and the Activists That Are Transforming Our World. New York: The New Press.

Articles:

Ake, J."A Brief History of Anti-Violence Against Women Movements in the U.S, Sourcebook on Violence Against Women, 3rd edition, edited by Claire Renzetti, Jeffrey Edleson, and Raquel Bergen (Los Angeles: Sage, 2017), pp. 3-25.

Costanza-Chock, S. (2018). Transformative media organizing: Key lessons from participatory communications research with the immigrant rights, Occupy, and LGBTQ and Two-Spirit movements. In *The Routledge Companion to Media and Activism* (pp. 77-86). Routledge.

Gill, A. (2018). Survivor-centered research: Towards an intersectional gender-based violence movement. *Journal of Family Violence*, *33*(8), 559-562

Kirk, G. (2018). Demilitarization for Social Justice. *Feminist Formations*, *30*(3), 34-44.

Koyama, E. (2006). Disloyal to feminism: Abuse of survivors within the domestic violence shelter system. In Smith A., Richie B.E., & Sudbury J., (Eds.),The Color of Violence: INCITE! Anthology (208-222). Cambridge, MA: South End Press

Leachman, G. M. (2013). From protest to Perry: how litigation shaped the LGBT movement's agenda. *UCDL Rev.*, *47*, 1667.

Petrosky, E., Blair, J. M., Betz, C. J., Fowler, K. A., Jack, S. P., & Lyons, B. H. (2017). Racial and ethnic differences in homicides of adult women and the role of intimate partner violence—United States, 2003–2014. *MMWR. Morbidity and mortality weekly report*, *66*(28), 741.

# Reports:

Niolon, P. H., Kearns, M., Dills, J., Rambo, K., Irving, S., Armstead, T., & Gilbert, L. (2017). Preventing Intimate Partner Violence Across the Lifespan: A Technical Package of Programs, Policies, and Practices. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

<https://www.cdc.gov/violenceprevention/pdf/ipv-technicalpackages.pdf>

Wood, L., Watcher, K., Wang, A., Kammer-Kerwick, M., Busch-Armendariz, N. (2017).VOICE: Victim Services, Occupation Victim Services Occupation, Information, and Compensation Experiences Survey. Austin, Texas: University of Texas at Austin, Institute on Domestic Violence and Sexual Assault. (uploaded on Canvas)

# Films:

# Ovarian Psychos <http://www.ovarianpsycosdocumentary.com/the-film/>

Websites:

* In Focus: Orange the World, #HearMeToo <http://www.unwomen.org/en/news/in-focus/end-violence-against-women>
* International Women’s Development Agency <https://iwda.org.au/7-ways-the-feminist-movement-is-fighting-gender-based-violence/>
* European Institute for Gender Equality:

<https://eige.europa.eu/gender-based-violence>

* Prevent IPV: Tools for Social Change <https://preventipv.org>
* Sexual Assault Demonstration Initiative Final Report

[**https://www.nsvrc.org/publications/nsvrc-publications/sexual-assault-demonstration-initiative-final-report**](https://www.nsvrc.org/publications/nsvrc-publications/sexual-assault-demonstration-initiative-final-report)

* Strengthening Health System Responses to Gender-based Violence in Eastern Europe and Central Asia, A resource package:

<http://www.health-genderviolence.org>

* UNHCR The UN Refugee Agency:

<https://www.unhcr.org/sexual-and-gender-based-violence.html>

* WOMEN’S MOVEMENTS AGAINST GENDER-BASED VIOLENCE (1/18/18, Radcliffe Institute for Advanced Study, Harvard University. <https://www.radcliffe.harvard.edu/schlesinger-library/blog/womens-movements-against-gender-based-violence>

# \*Additional readings may be assigned throughout the course of the semester.

# Course Requirements, Expectations and Evaluation Methods:

# Students will be evaluated based on four factors:

# 20 points: Attendance and Participation (Includes in-person participation during the Intensive session, two individual check-ins with the instructor over the phone or teleconference and posting responses/ comments to our group chat questions.

# 40 points: Community-based project proposal and essay

# 10 points: Annotated Bibliography for Community-based project

# 15 points each: two short analysis papers (based on readings)

# Total: 100 points

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| **Grading Scale (points)** |
| 94-100 | A |
| 90-93 | A- |
| 87-89 | B+ |
| 84-86 | B |
| 80-83 | B- |
| 77-79 | C+ |
| 74-76 | C |
| 70-73 | C- |
| 67-69 | D+ |
| 64-66 | D |
| 60-63 | D- |
| 0 - 59 | F |

**Assignments Schedule and Details:**

**Participation (20 points)** is key to be successful in this course. Students are expected to participate in class in a variety of ways:

* Being in attendance and fully engaged during the January Intensive
* Completing the two individual check-ins with the instructor (**week of February 25th and April 22nd**). Students can check in as many times as needed but only two individual check-ins count toward the final grade.
* Posting reflections to our class chat. Questions will be posted by the instructor and students are expected to respond to the question within two weeks and make at least one comment to a classmate’s response.

Readings and questions will be posted by 5pm (CST) on the first Friday of each month.

**“Be Part of the Solution” Project Proposal and Short Essay (40 points):**

The purpose of this project is to develop an implementable and measurable strategy to address a gender-based violence (PGV)-related issue within your own community. In addition to this tangible goal, your proposed project should aim at furthering the anti-violence movement utilizing intersectional resources that engage stakeholders from various parts of your community.

This project combines an approach that is both practical and self-reflective. The project proposal (3- pages) will be the practical aspect and the essay (3-5 pages) will offer the platform to reflect on the internal process of choosing and developing your project. The **completed project is due on May 6th**, and there will be a whole **class discussion via teleconference on May 13th at 7pm** (CST) to discuss your projects.

 To complete this assignment, you will need to:

-Identify a DV related issue within your community. Ensure that you choose an issue that is very important to you.

-Conduct a community assessment that will allow you to address the following questions: How large is the problem? How can it be measured? Who are the stakeholders? What are the existent efforts to address this issue in your community? How are those efforts funded? What’s the agenda of the funders? How would you gain support for your cause? How would you get the word out? How does your project engage practices/strategies from social movements in the past to address the issue at hand? Why did you choose those strategies? What are the strategies that you intentionally left out and why did you do so? How does your approach differ from those in the past to address this issue?

-Annotated Bibliography (20 points)

Create an annotated bibliography of at least 10 key scholarly works that enhance your understanding of the issue that you are addressing on your final project. (**Due March 22nd**)

-Write a project proposal and a reflective essay and prepare to discuss them with the whole class.

**2 Critical Analysis Papers (15 points each):**

Drawing from our five class topics, choose a strategy that speaks to your role in improving the experience of DV survivors. Explain the advantages and challenges of that strategy and why you are the indicated person to implement it in your work. 5 (double-spaced pages, any citation format, **due Feb. 1st and March 1st**)

Topics include: Community Organizing for Social Advocacy and Change, Innovative IPV Prevention Efforts, The Role of Men in the Movement, Storytelling for Social Change, Cultivating Resiliency in Advocates.

# Course Policies

# Paper and Other Written Contributions to Class: All written work must reflect independent thought and be well-written and logically persuasive, in addition to being well-informed. All papers must meet academic and professional standards for form and substance. All papers must also cite references from appropriate literature. Adhere to citation guidelines as detailed in the Publication Manual of the American Psychological Association (6th Ed.). Demonstrate acceptable use of the English language with attention to punctuation, grammar, spelling, etc, in all written submissions. Please proofread prior to submission.

# Class/Online Participation: Students will come to class and online threaded discussions having read the assigned readings and prepared for discussion and critical analysis. Critical analysis mean that student will (a) identify the major points of the author(s); (b) compare the views presented by different authors on the same topic; (c) be prepared to provide their own analyses and critiques of the readings; and (d) derive the implications of readings for knowledge-based advanced practice. Be sure to bring the assigned readings and your notes to each in person class.

# Attendance: Students are expected to attend classes consistently, participate actively, and submit papers and other assignments at the time specified by the professors. Students who are absent repeatedly from class and/or online discussions will be evaluated by faculty responsible for the course to ascertain their ability to achieve the course objectives and to continue in the course. A student who is absent from class is responsible for obtaining knowledge of what happened in class.

# Late Work: Late work will be penalized one-third of a letter grade for each day it is late (for example, one third reduction represents, for example, moving from a B to a B-). If you cannot turn in an assignment by the deadline posted, you must notify the instructor prior to the deadline. Excuses for late work will be accepted at the discretion of the instructor and only prior to the assignment deadline. Assignments are due (must be posted) on their due date.

# Special Accommodation: Contact the instructor for specific guidance concerning any issues that arise concerning class participation, late work, missed work, extensions on assignments, government duty, or academic accommodations for students with academic disabilities; the general course policy is for the instructor to resolve these and other issues case by case in a manner that is consistent with University policies.

# Course Communication: This syllabus is subject to change. Any changes made to the syllabus or in class assignments will be posted in the Course Home section of the website under “Announcements” and occasionally may be sent to you by email. It is your responsibility to login into the course and check regularly for course updates. You are also responsible for providing and maintaining the instructor a current email account. Please check your email frequently for any messages, including assignments and schedule changes, sent via email. Graded student work will be returned electronically.

# Academic Honesty: As members of the University of Colorado Denver academic community, faculty and students accept the responsibility to maintain the highest standards of intellectual honesty and ethical conduct in completing all forms of academic work at the university. Plagiarism is the use of another person’s distinctive ideas or words without acknowledgement. The incorporation of another person’s work into one’s own requires appropriate identification and acknowledgment, regardless of the means of appropriation. SPA students are responsible for being attentive to or observant of campus policies about academic honesty as stated in the University’s Student Conduct Code.

# See the University of Colorado Denver Academic Honesty Code for more detailed information <http://thunder1.cudenver.edu/studentlife/studentlife/discipline.html>. Students in this course are responsible for knowing and following the Student Code of Conduct for this University. Any assignment submitted for this course that shows evidence of plagiarism or cheating will result in a failing grade on that assignment, and any such case will be referred to SPA administration for further action.

# Class/Online Behavior: All students are expected to comport themselves in the manner of adult learners and are not to interfere with or undermine the learning opportunities of their fellow students.

**COURSE SCHEDULE\***

The following schedule is subject to change at the discretion of the instructor.

**Day 1: Sunday, January 13, 2019**

* Introductions
* Course Overview and Objectives
* Assignments and Expectations
* The History of the Movement: Past Victories and Current Tensions
* Men in the Movement
* Social Movements in the 21st Century
* Strategies to Circumvent Oppression
* Watch *Ovarian Psychos*

Associated Reading Assignment:

Ake, J."A Brief History of Anti-Violence Against Women Movements in the U.S, Sourcebook on Violence Against Women, 3rd edition, edited by Claire Renzetti, Jeffrey Edleson, and Raquel Bergen (Los Angeles: Sage, 2017), pp. 3-25.

Bussey, B. and Whipple, J.B. (2010). Weaving the Past Into the Present: Understanding the Context of Domestic Violence Against Native American Women. In Danis, F. & Lockhart L. (Eds.), Domestic Violence: Intersectionality and Culturally Competent Practice (286-317). New York, NY: Columbia University Press.

Jobin-Leeds, G. and AgitArte. (2016). When We Fight, We Win: Twenty-First-Century Social Movements and the Activists That Are Transforming Our World. New York: The New Press.

Kirk, G. (2018). Demilitarization for Social Justice. Feminist Formations, 30(3), 34-44.

Lehrner, A., Allen, N. (2009). Still a Movement After All These Years: Current Tensions in the Domestic Violence Movement. Violence Against Women 16:656.

**Day 2: Monday, January 14, 2019**

* Trauma Informed Practices: Developing Resiliency
* The Power of Story Telling for Social Change
* Intersectional Approaches and the DV Movement

Associated Reading Assignment:

Castells, M. (2015). Networks of Outrage and Hope: Social Movements in the Internet Age. Cambridge, UK: Polity Press.

Gill, A. (2018). Survivor-centered research: Towards an intersectional gender-based violence movement. Journal of Family Violence, 33(8), 559-562.

Jobin-Leeds, G. and AgitArte. (2016). When We Fight, We Win: Twenty-First-Century Social Movements and the Activists That Are Transforming Our World. New York: The New Press.

Koyama, E. (2006). Disloyal to feminism: Abuse of survivors within the domestic violence shelter system. In Smith A., Richie B.E., & Sudbury J., (Eds.),The Color of Violence: INCITE! Anthology (208-222). Cambridge, MA: South End Press.

Wood, L., Watcher, K., Wang, A., Kammer-Kerwick, M., Busch-Armendariz, N. (2017).VOICE: Victim Services, Occupation Victim Services Occupation, Information, and Compensation Experiences Survey. Austin, Texas: University of Texas at Austin, Institute on Domestic Violence and Sexual Assault. (uploaded on Canvas)

**Day 3: Tuesday, January 15, 2017**

Visualizing Change and Acknowledging Successes Along our Journey—(Activity)

Unlearning Oppression and Defining our Own Anti-Violence Agenda (Workshop)

Closing

No Associated Reading Assignment.