SWG 647 THE DOMESTIC VIOLENCE MOVEMENT: AN INTERSECTIONAL FRAMEWORK

Course Instructors: Dr. Jill Messing, PhD, MSW (Lead instructor)
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Office hours: By appointment

I. NAME AND NUMBER OF COURSE: SWG 647 The Domestic Violence Movement: An Intersectional Framework

II. PROGRAM LEVEL: MSW PAC

III. COURSE REQUIREMENTS
Credits: 3 credits
Elective or Required: Elective
Prerequisites: None

IV. COURSE DESCRIPTION: This course provides students with training and education in preparation for political and community advocacy to address domestic violence and sexual assault from a macro social work perspective. The course provides education in the history of the domestic violence movement, including its roots in the feminist perspective and the rape crisis movement. Furthermore, students will critically analyze the domestic violence movement, examining the role of marginalized populations within the movement as well as unintended consequences of the movement. It concludes by planning for the future of the domestic violence movement, including next steps in policy advocacy, programming, and community engagement.

V. COURSE RATIONALE: Social workers serving victims of domestic violence must also understand the broad context of policies, organizations and communities that impact services. The movement against domestic violence is part of a larger feminist movement that has evolved from its inception in the mid-1970s to today, but remains steadfast in the goal of seeking equity for women. This course will explore how the feminist domestic violence movement has evolved from a movement privileging white identities toward an intersectional movement focused on ending oppression. The course will also explore the backlash against this movement and what that means for domestic violence policy and programming today. Understanding this larger social movement is crucial to working to truly end domestic violence in our world.
VI. COURSE COMPETENCIES & LEARNING OUTCOMES

SWG 647 is an elective designed to provide an overview of the anti-domestic violence movement, including its’ theoretical and philosophical foundations, and teach strategies for political and community-level change for the next generation of leaders. Following completion of the course and associated learning activities, students will gain skills and knowledge in the following areas:

<table>
<thead>
<tr>
<th>EPAS Competency</th>
<th>EPAS Practice Behaviors</th>
<th>Outcomes— Measures, assignments, tasks, or activities</th>
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</table>
| Competency 1   | Demonstrate Ethical and Professional Behavior | 1. Understand and apply social work ethics and values as they relate to community advocacy, policies, and programs for domestic violence survivors and their families.  
2. Be professional in their communications, behavior, and appearance with regard to interactions with their instructor and fellow students  
3. Write weekly reflection papers, processing how personal and professional values relate to course content  
**Outcome:** Students will be able to identify and describe the 6 ethical principles that are the foundation for the code of ethics. |
|                | 1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context  
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations  
3. Demonstrate professional demeanor in behavior, appearance, and communication | |
| Competency 2   | Engage Diversity and Difference in Practice | 1. Describe cultural issues that may intersect and influence domestic violence cases (e.g., race/ethnicity, national status, socio-economic class, sexuality, and gender).  
2. In weekly reflection papers, contemplate intersectional feminism as it relates to policy and community advocacy.  
3. Conduct a group project on a historically marginalized population and describe how group members have responded to and contribute to the anti-violence movement. |
|                | 1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences  
2. Present themselves as learners and engage clients and constituencies as experts of their own | |
### Competency 3
**Advance Human Rights and Social, Economic, and Environmental Justice**

| 1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system level |
| 2. Engage in practices that advance social, economic, and environmental justice |
| 4. Understand the effect of domestic violence on marginalized women and underserved groups. Describe cultural considerations relevant to the history of the women’s movement and anti-violence movements. Explain the theoretical reasoning behind gender-based violence as a macro approach to the issues of domestic violence. |
| 5. Discuss history and background of battered women’s and rape crisis movements. Describe the impact of policy advocacy, such as the passing of VAWA. Discuss unanticipated problems associated with the criminalization of domestic violence as well as backlash against the movement (i.e., the men’s rights movement). Discuss individual positions regarding these issues, and make recommendations for future social work practitioners working with domestic violence. |

**Outcome:** When given a domestic violence case study students will be able to identify intersecting social justice issues; especially race, class, sexism, and ableism.

### Competency 5
**Engage in Policy Practice**

| 1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery and access to social services |
| 2. Apply critical thinking to analyze, formulate, and advocate for policies |
| 1. Learn about and understand the passage of the Violence Against Women Act (VAWA) and its subsequent re-authorizations |
| 2. Critique the benefits and consequences of criminalizing domestic violence |
| 3. Discuss alternatives to addressing domestic violence on a community / macro social change level |

**Outcome:** Students will demonstrate an understanding of policy and local politics.

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<tr>
<th>Competency 9</th>
<th>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</th>
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<tbody>
<tr>
<td></td>
<td>1. Critically analyze, monitor, and evaluate intervention and program processes and outcomes</td>
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<td>1. Contemplate the current ways that domestic violence programs are evaluated for success. Engage in critical thought around the debate of rule-reduction for domestic violence programming.</td>
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<td>Outcome: Students will identify 2 risks and 2 benefits of rule reduction by discussing case study examples in class.</td>
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**VII. COURSE THEMES**
- Domestic violence
- Sexual Assault
- Community Practice
- Intersectionality
- Policy Advocacy
- Program Planning
- Leadership
- The role of the social worker
- History of political advocacy
- Analyzing systems responses (criminal justice, human service organizations)

**VIII. KEY COURSE CONCEPTS**
- Macro Practice to End Domestic Violence and Sexual Assault
- Social Work Activism
- Social Justice
- History of Social Movements
- Programming Services with Cultural Humility
- Prevention
- Transformation Beyond Awareness
- Centering the Need of Marginalized Communities
- Respectful Discourse
- Empowerment
- Advocacy
- Dynamics of Domestic Violence
- Sexual Assault
- Intimate Partner Violence

**Discourse within and outside of the classroom**
To promote critical thinking and analysis, this course will demand a student’s attention in a variety of ways. Students are asked to carefully evaluate their own thinking about domestic violence, feminist theory, and intersectionality, including their biases, work experiences, and understandings. Students are asked to think about what they bring into this class and how this may affect their ability to engage in social work practice with survivors / perpetrators of abuse. Throughout the learning that occurs in this course, students are asked to continually and carefully evaluate their own thoughts and feelings, be mindful of their reactions to the material, and practice self-care as needed. We will allow for a variety of impressions, experiences and values to be expressed by class members and will respect diverse opinions. All electronics should be turned off during classroom discussion, unless the instructor specifies a need for use.

**Professional conduct and civility in the classroom**

Professional conduct is expected in the classroom setting. That is, students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another’s opinions. College courses bring together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This course may deal with complex and controversial issues that often feel challenging and uncomfortable. We will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, students must engage with one another with civility, respect, and professionalism. Students are asked to carefully evaluate their own thinking about violence against women, including their biases, work experiences, and understandings.

**Self-care, unanticipated distress & counseling services**

Throughout the learning that occurs in this course, students are asked to continually and carefully evaluate their own thoughts and feelings, be mindful of their reactions to the material, and practice self-care as needed. Given the nature of the material presented, the emotional content may be difficult. While this type of reaction (e.g., anxiousness, distressing feelings, trauma) is normal, you are urged to find ways to take care of yourself should this become an issue for you.

Students may experience unexpected and/or distressing responses to course content and discussions. Please communicate with me if you need support around distress arising from course content. Please also be aware that ASU offers counseling services for enrolled students. For more information, please go to the ASU Counseling Services website: https://eoss.asu.edu/counseling or call (480) 965-6146, Monday – Friday 8am – 5pm. After business hours, call the EMPACT ASU-dedicated hotline at (480) 921-1006.

**Student Advocacy and Assistance** in the Dean of Students office guides students in resolving educational, personal and other difficulties by linking students with appropriate university and community resources.

**IX. ASU AND RELATED PROFESSIONAL POLICIES**
Students are responsible for reviewing and complying with all ASU policies, including the following:

**Academic Integrity Policy:**  
http://provost.asu.edu/academicintegrity/policy

**Student Code of Conduct:**  
http://students.asu.edu/srr/code (click on ABOR Student Code of Conduct)

**Computer, Internet, and Electronic Communications Policy:**  
http://www.asu.edu/aad/manuals/acd/acd125.html

**Missed Classes Due to University Sanctioned Activities:**  
http://www.asu.edu/aad/manuals/acd/acd304-02.html

**Accommodations for Religious Practices:**  
http://www.asu.edu/aad/manuals/acd/acd304-04.html

**Commercial Note Taking Services:**  
http://www.asu.edu/aad/manuals/acd/acd304-06.html

**Handling Disruptive, Threatening, or Violent Individuals on Campus:**  
http://www.asu.edu/aad/manuals/ssm/ssm104-02.html

**School of Social Work Student Academic Integrity Policy:**  
http://ssw.asu.edu/filelib/students/AcademicIntegrityPolicy.pdf/view

**Social work students are responsible for reviewing and complying with the National Association of Social Workers Code of Ethics:**  
http://www.socialworkers.org/pubs/code/code.asp

### Writing guidelines & support available

This course requires that all written assignments are typed and in line with American Psychological Association (APA) style guidelines. The following website provides helpful guidance: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

All ASU undergraduate or graduate students can benefit from visiting the Writing Center to explore, plan, and develop ideas; organize and structure a paper; integrate and cite sources; engage in writing and revision; discuss editing and proofreading strategies; find a place to write. ASU students can schedule a 30-minute, in-person appointment for one-on-one writing tutoring. To schedule a one-on-one writing appointment in one of the writing centers, please view the schedule of available sessions and select an appointment time. [https://tutoring.asu.edu/student-services/writing-centers](https://tutoring.asu.edu/student-services/writing-centers)

### Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at [http://sexualviolenceprevention.asu.edu/faqs/students](http://sexualviolenceprevention.asu.edu/faqs/students).
As a mandated report, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services is available if you wish to discuss any concerns confidentially and privately.

**Pronouns**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities, and all humans have the right to be addressed in accordance with their personal identity. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise the instructor of your preference early in the semester.

X. **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

If you are a student with a disability and have need of assistance or special accommodations, please review the following policy: http://www.asu.edu/aad/manuals/ssm/index.html#700 and contact the ASU Disability Resource Center (DRC). Students requesting accommodations for a disability must be registered with the DRC, and must submit appropriate documentation to the instructor from the DRC. Students enrolled with the School of Social Work Downtown Phoenix Campus and Tucson Component locations may contact the DRC at the Downtown Phoenix Campus: http://campus.asu.edu/downtown/DRC

XI. **HIPAA STATEMENT**

Students are subject to HIPAA regulations that protect client health information. To comply with these regulations, any client information you present from your internship or work must be de-identified. Any information that would allow someone to determine the client’s identity must be changed or eliminated. This includes obvious information like names and birthdates. Other information so unique to the person that it will allow for identification may include such variables as diagnosis, race/ethnicity, gender, sexual orientation, and place of residence.

XII. **REQUIRED TEXTS, READINGS, AND MEDIA**

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, materials that is not the student’s original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.


Move to End Violence Vision: movetoendviolence.org


The History of the Violence Against Women Act:


# XIII. COURSE SCHEDULE - PLAN OF INSTRUCTION

<table>
<thead>
<tr>
<th>Date</th>
<th>Key Concepts</th>
<th>Readings &amp; Assignments</th>
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<tbody>
<tr>
<td><strong>Unit 1: Community Practice and Political Activism</strong></td>
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| WEEK 1 | Introduction and orientation  
History of the battered women’s and rape crisis movements | |
| WEEK 2 | What is feminism?  
Foundations of feminist activism  
Being part of a political movement  
How DV/SA activism relate to feminist activism | Due:  
Reflection 1  
Reading:  
hooks (2015), Chapters 1 – 11 (pages 1-66) |
| **Unit 2: Understanding Intersectional Feminism** |
| WEEK 3 | Intersectional feminism  
Looking beyond gender  
Critiquing the privilege statuses within the movement | Due:  
Reflection 2  
Readings:  
• Crenshaw, K (1993)  
• hooks (1990)  
• Weiner-Mahfuz (2002) |
| WEEK 4 | DV/SA among Indigenous women  
The roots of historical oppression  
The role of sexual violence and genocide | Due:  
Reflection 3  
Group 1 Presentation  
Readings:  
• Agtuca (2014a)  
• Agtuca (2014b)  
• Smith (2015)  
• Horn-Miller (2002) |
| Week 5 | DV/SA among African American women  
An African-centered approach to domestic violence | Due:  
Reflection 4  
Group 2 Presentation  
Readings:  
• Bent-Goodley (2004)  
• Bent-Goodley (2005)  
• Richie (2012b) |
<p>| WEEK 6 | DV/SA among Latina women | Due: |</p>
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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reflections/Readings</th>
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<tbody>
<tr>
<td>Week 5</td>
<td>DV/SA among immigrant populations</td>
<td>Reflection 5</td>
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<td>Consequences of immigration policy</td>
<td>Group 3 Presentation</td>
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<td>Barriers to domestic violence help-seeking/reporting and intersections of race, ethnicity and gender</td>
<td>Group 4 Presentation</td>
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<td><strong>Readings:</strong></td>
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<td>• O’Neal &amp; Beckman (2016)</td>
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<td>• Serrata et al. (2015)</td>
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<td>• Handout: Casa de Esperanza notional</td>
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<tr>
<td>Week 6</td>
<td>DV/SA among sexual minority populations</td>
<td><strong>Due:</strong></td>
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<td>DV/SA among male victims</td>
<td>Reflection 6</td>
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<td>Group 5 Presentation</td>
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<td>Group 6 Presentation</td>
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<td><strong>Readings:</strong></td>
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<td>• Goldscheid (2014)</td>
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<td><strong>Unit 3: Current Policy Issues and Advocacy Strategies</strong></td>
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<td>Week 7</td>
<td>A culmination of advocacy efforts: The Violence Against Women’s Act (VAWA)</td>
<td><strong>Due:</strong></td>
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<td>The history of the passage of the act</td>
<td>Advocacy Project Proposal</td>
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<td>Policy Analysis: Major provisions of VAWA &amp; changes with subsequent re-authorizations</td>
<td><strong>Readings:</strong></td>
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<td>Federal policies related to Native American Tribal lands</td>
<td>• The History of the Violence Against Women Act</td>
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<td>• Modi, Palmer &amp; Armstrong (2014)</td>
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<td>• The Violence Against Women Reauthorization Act of 2013, S. 47</td>
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<tr>
<td>Week 8</td>
<td>Policy Analysis: Unintended consequences of VAWA</td>
<td><strong>Due:</strong></td>
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<td>Arrest Policy – Mandatory arrest, dual arrest,</td>
<td>Reflection 7</td>
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<tr>
<td>Week</td>
<td>Topics</td>
<td>Readings</td>
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| WEEK 11 | Current DV policy priorities: ACESDV advocacy update in AZ Tribal policies Backlash of activism: Men’s rights groups | Due: Reflection 8  
Readings:  
| WEEK 12 | Barriers to Service Provision  
Addressing the ‘Shelter Industrial Complex’  
Power dynamics within formal social service systems | Due: Reflection 9  
Advocacy Paper  
Readings:  
- Glen & Goodman (2015)  
- Missouri Coalition Against Domestic and Sexual Violence (n.d.)  
- Building Dignity: Design Strategies for Domestic Violence Shelter  
- Mandatory Reporting: Final Report |
| WEEK 13 | Developing sustainable community partnerships  
Working with marginalized groups  
Building critical mass and engaging people in a movement  
Collaborating across systems | Due: Reflection 10  
Assignment 3: Advocacy Project  
Readings:  
- Sullivan et al. (2005)  
- Messing & Campbell (2016)  
- Greeson & Campbell (2015)  
- Miller, McCaw, Humphrey’s & Mitchell (2015) |
# Program Evaluation

**Evidence-based interventions for DV/SA**

**Community-based prevention strategies**

**Due:**

Reflection 11

**Readings:**

- Ellsburg et al. (2015)
- Armstead et al., (2017)
- Jewkes & Flood (2015)

## WEEK 14

<table>
<thead>
<tr>
<th>Program evaluation</th>
<th>Evidence-based interventions for DV/SA</th>
<th>Community-based prevention strategies</th>
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<tbody>
<tr>
<td><strong>Due:</strong></td>
<td><strong>Reflection 11</strong></td>
<td><strong>Readings:</strong></td>
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## WEEK 15

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<th>The future of the movement</th>
<th>Effective leadership</th>
<th>Preventing burnout</th>
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<tr>
<td>Conclusions and lessons learned</td>
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**Due:**

Assignment 4. Leadership Statement

**Readings:**

- Handout: Move to End Violence
- Nilson & Paddock (2014)
- Kapoulitsas & Corcoran (2014)
- Stovholt & Trotter-Mathison (2016)

## XIV. Evaluation of learning

### ASSIGNMENTS:

- Intersectionality: Group Presentation 25
- Advocacy Project 25
- Leadership paper (Final Paper) 30

**Total** 80

### READING & PARTICIPATION:

- Participation / Class Discussion 10
- Weekly Reflection Papers (10 x 1 point each) 10

**Total** 20

**Grade Total: 100 points**

Additional grading rubrics and information will be posted at the discretion of the instructor.

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>97 - 100 points</td>
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<tr>
<td>A</td>
<td>93 - 96</td>
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Assignments are due by the dates and times listed. With the exception of documented medical/personal emergencies, if notification is given before an assignment is due, at the discretion of the instructor, the assignment will be accepted with a deduction of 5 points per day late.

GRADING GUIDELINES
In assigning grades, it is assumed that excellence is the standard as befits a Master’s level program.

An A grade at the graduate level means that a student is doing outstanding or excellent work, in which a student attends class regularly, hands in all of the course assignments and demonstrates a thorough grasp of the material. To receive an “A” students must go above and beyond the basic expectations for the course.

A B grade at the graduate level means that a student is doing at least satisfactory work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A C grade at the graduate level means that a student is doing inconsistent work. The student does not attend class regularly, fails to hand in some of the course assignments, and/or fails to demonstrate a basic level of understanding of the course concepts.

A D or E at the graduate level means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.

Assignment Descriptions

1. Intersectionality Group Presentation (25 pts): In teams of 4-5 members, students will give a presentation on a topics associated with intersectional feminism and domestic violence and sexual assault among marginalized populations. Presentations should last 40 minutes long and include the following components:
   - A 20-minute power-point presentation that covers the required course content
   - A 20-minute interactive activity to engage the class in deeper understanding of the topic
2. **Advocacy Project** (25 pts). Identify an issue that interests you that impacts survivors of domestic violence and/or sexual assault. Learn about the issue and what has been done to date. Identify an advocacy organization in the Phoenix area that is doing agency, community, legal or legislative advocacy on this issue. Contact that organization and identify the relevant person in charge of this advocacy work. Contract to work with them for at least 6 hours on a specific agency, community, legal or legislative advocacy project that can conclude prior to the last day of class— e.g. helping with an advocacy event at the state legislature, organizing a discrete event, completing a piece of research, doing outreach, or helping them reach some distinct point in a longer advocacy process. You will submit a paper describing the issue, advocacy strategies, and your experience.

Tangible Products:
- WEEK 8 (2/26/18): Submit a proposal outlining your expected duties and describe how these relate to aspects of advocacy we are studying for instructor approval.
- WEEK 13 (4/2/18): Paper due

The advocacy paper should include the following components:
- **Part 1: Frame the Issue.** Explain what is wrong, and describe the proposed solutions. Survey the field and describe how this issue is being addressed through advocacy efforts. Which organizations are working on it? What are the goals? What arenas are they targeting?
- **Part 2: Analyze the strategies and obstacles faced by the advocates.** Assess the advocacy landscape surrounding this issue, the stakeholders, opinion leaders and advocacy organizations / coalitions, and the efficacy of the strategies and tactics. Describe how the issue is affected by laws, policies, precedents, regulations in each relevant arena (e.g. local, state, federal legislature, courts, executive / administrative agencies, etc.), how it has been treated in the media, and which solutions or alternatives have been created or achieved (if any) to address difficulties.
- **Part 3: Describe your experience.** Describe the volunteer work you did in the context of the topics we have covered in this class. Conclude with your assessment of the advocacy efforts you’ve learned about as they promote the issue of your choice.

3. **Leadership Paper** (WEEK 15, 4/16/18), 30 points: At the end of the semester, submit a paper highlighting how you intend to be involved in the future of the DV/SA movement, focusing on your preferred role and the contribution you would like to make. In this paper, you should answer the following questions:
- How did the lessons from this class influence your identity as professional social worker?
- Where do you see yourself fitting in in terms of domestic violence and sexual assault macro practice? Will you focus on service delivery changes? System changes? Policy advocacy? Organizing communities of color or another marginalized group? Something else? **Why?**
• How have the tools from this class informed your view of the role macro social work practice for domestic and sexual violence prevention and treatment?

4. **Class discussion**, 10 points: Throughout the semester the instructor will attend to students’ participation during class discussion and activities. Students’ level of participation and contributions to the overall learning environment will be assessed for up to 10 points throughout the semester.

5. **Reflection Papers**, 10 points: For each week indicated in the syllabus, you will write a reflection paper on the assigned readings. You will write a total of 10 reflection papers, worth 1 point each. Note: There are 11 assigned reflection papers. You do NOT have to write a reflection paper on the week of your group presentation.

Format: The reflection paper should be 1 page in length, single spaced, 12 pt font, Times New Roman, with 1 inch margins. Use single line for your heading that includes: Name, Date, and Reflection #.

Grading criteria: In each reflection, answer the following questions: What are your initial reactions to the readings? What challenged you about the readings? What questions do you now have in response to the readings? Reflections should show thoughtful, critical thought and honest reflections of biases, personal values, and beliefs. You should be able to demonstrate that you can integrate new weekly content with class discussion and prior readings as the semester progresses. Formatting, grammar, punctuation, and writing style should reflect careful editing.