

**MHCH 890, Section 1, Gender-Based Violence
Fall 2016**

Day and Time: Wednesdays, 1:25-4:25

Location 0003 Michael Hooker Research Center, UNC-CH

Professor: Sandra L. Martin (sandra_martin@unc.edu), 919-966-5973

Teaching Assistant (TA): Marwa Elnagheeb (marwa@email.unc.edu)

Credits: 3 credit hours

Prerequisites: Enrollment in MCH Master's or Doctoral Graduate Program or another School of Public Health Graduate Program and some research training, or permission of the professor

Content and Format: The MHCH Gender-Based Violence (GBV) course provides a forum for students to explore contemporary issues in GBV from both a research and practice standpoint. Students will be introduced to a myriad of domestic and international GBV issues, from intimate partner violence and campus sexual assault to sex trafficking. Students will become acquainted with the GBV-related work of many UNC faculty members and others as these persons will present lectures on their own work during many of the class meetings. The lectures will include information on both research issues and practice issues. The lectures will be designed to enhance students' understanding of important GBV research topics and facilitate the application of this knowledge (and the learned skills) to real world settings.

Readings: All readings (except for those assigned for class 1) should be completed before the class for which they are assigned. Students should bring the readings to class (hard copy or electronic versions on a computer) to aid class discussion. See the weekly course schedule later in this syllabus for the assigned articles. PLEASE NOTE: Additional readings will be added as appropriate, and these will be emailed or posted by the TA or the instructor at least one week in advance. In addition, although many of the readings/articles will be included on the course website, ALWAYS CHECK THE COURSE SYLLABUS FOR THE READINGS SINCE SOME READINGS ARE LENGTHY AND ARE AVAILABLE ON VARIOUS WEBSITES; COPIES OF THESE READINGS WILL NOT ALWAYS BE INCLUDED AMONG THE READINGS ON THE COURSE WEBSITE.

Assignments and Grading: Written assignments should be submitted to the professor and the TA via email by noon on the day that they are due.

The final course grade will be assigned based on the totality of the student's performance during the semester, including:

- **Class participation (10% of grade):** All students are expected to read all the course materials, attend every class, and participate in all discussions. Students should feel free to use their computers during class to take notes or review the course lecture powerpoints, **but they should NOT use the class time to catch up on email/social**

media, or prepare assignments for this/another course. All the guest lecturers are contributing their time to help make the course a success, and it is only right to offer them our undivided attention. In addition, research has shown that persons do not learn as much if they are trying to simultaneously divide their attention between two things. In addition, although attendance is generally expected at every class, **if you have to miss a class due to illness or another pressing reason, please be sure to email the instructor and the TA letting them know the situation.**

- **Draft 1-page outline of final report and presentation; 1 outline per group (0% of grade, but mandatory. Due September 7):** This outline should document: The question/issue to be addressed in the report/presentation; the information to be presented (e.g., the research questions of a, b and c; the literature review on topics of x, y, and z; etc.; and which student will be primarily responsible for which section(s)).
- **Midcourse mini oral presentation (30% of grade, Due October 19):** At the start of the semester, students will be randomly assigned a GBV topic not covered in class. Each student will prepare a 5-minute mini presentation on this topic that will be presented to the class. Students will have the option of “swapping” topics with others in the class if the two parties agree.
- **Final written report (35% of grade), Due December 7.** Over the course of the semester, students will work in groups of 3 or 4 on either a research-based or practice-based GBV project. Students who are interested in a more applied project will have the option of designing a GBV intervention (GBV prevention or treatment response) or designing an evaluation of a GBV program. Students who are research inclined will have the option of conducting an extensive literature review on a GBV topic of their choice or producing a publishable paper (primary or secondary data analysis, provided students have the necessary research skills). The final written report (1 per group) should be approximately 20 pages plus references (double-spaced, 12 point font, 1 inch margins). At the end of the report, the authors should clarify the student primarily responsible for each part of the paper (e.g., student X was primarily responsible for conducting and writing the literature review in this paper; student Y was primarily responsible for designing, conducting, interpreting and writing the statistical analysis for this paper; etc.).
- **Final oral presentations (25% of grade), Due December 7:** On this day, students will present their final projects to the class in the form of a 20 minute PowerPoint presentation (1 presentation per group). Each group member is expected to participate in the presentation.

Course Evaluations: All students are expected to complete an on-line course evaluation during the 2-week time period specified for this at the end of the semester. All students will also be asked for oral feedback at course end.

Policy on Academic Dishonesty: In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

Policy on Accommodations for Students with Disabilities: Students who have disabilities that affect participation in the course should notify the instructor if they need special accommodations.

Weekly Course Schedule

Week 1: Wednesday, August 24, Course Overview, Gender, and Gender-Based Violence

1:25-1:45 (20 minutes) – Course Overview

Sandy Martin, PhD, Professor, Department of Maternal and Child Health, UNC-CH

- Introductions to one another and interests in GBV
- Review course syllabus

1:45-2:45 (60 minutes) – What is Sex? What is Gender?

Nicole Kahn, MEd, Doctoral Student & Predoctoral Trainee, Department of Maternal and Child Health, and Carolina Population Center

2:45-3:00 (15 minutes) - Break

3:00-4:00 (60 minutes) – What is Gender-Based Violence?

Divide into groups of 4 (or so) and review the “Gender-Based Violence Quiz” (see the end of this syllabus). Discuss with your group and be prepared to justify which of the items are (or are not) Gender-Based Violence. **(30 minutes for your group discussion, and 30 meetings for feedback to the entire class)**

4:00-4:25 (25 minutes) – Individual and Group Project Discussions

- Choose your topic from “out of a hat” for your midcourse mini oral presentation

Readings:

From Ms. Kahn

Definition of Terms: Sex, Gender, Gender Identity, Sexual Orientation. Excerpt from: The Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients, adopted by the APA Council of Representatives, February 18-20, 2011. Available at <http://www.apa.org/pi/lgbt/resources/guidelines.aspx>

Phillips SP. Defining and measuring gender: A social determinant of health whose time has come. Int J Equ Health. 2005;4(11)1-4. doi: 10.1186/1475-9276-4-11.

Week 2: Wednesday, August 31—GBV Screening/Assessment Instruments

1:25-2:25 (60 minutes) – GBV Assessment Instruments

Cynthia Fraga Rizo, MSW, PhD, Assistant Professor, School of Social Work, UNC-CH

2:25-2:40 (15 minutes) – Break

2:40-3:40 (60 minutes) – The Women’s Experience of Battering Scale- A Story of Instrument Development

Paige Hall Smith, MSPH, PhD, Associate Professor of Public Health Education, University of North Carolina, Greensboro; Director of the Center for Women’s Health & Wellness and Director of the CWHW Program for Breastfeeding, Gender and Health; and Adjunct Associate Professor in the Departments of Behavior and Health Education and Maternal and Child Health at UNC Chapel Hill.

3:40-4:25 (45 minutes) – Identification of Your Group for the Final Project

- Chat with your classmates to identify your 3 to 4 person group for your final written and oral report

Readings:

From Dr. Fraga Rizo

Follingstad DR, Bush HM. Measurement of intimate partner violence: A model for developing the gold standard. *Psychology of Violence*. 2014; 4(4):369–383.

Follingstad DR, Ryan KM. Contemporary issues in the measurement of partner violence. *Sex Roles*. 2013; 69:115–119.

From Dr. Hall-Smith

Chamberlain L, Levenson R. Appendix E. Relationship Assessment Tool. *Healthy Moms, Happy Babies, Second Edition*. Futures Without Violence. 2015: 179-182.

Coker AL, Pope BO, Smith PH, Hussey JR. Assessment of clinical partner violence screening tools. *Journal of the American Medical Women’s Association*. Winter, 2001:19-23.

Smith PH, Smith JB, Earp JOL. Beyond the measurement trap: A reconstructed conceptualization and measurement of woman battering. *Psychology of Women Quarterly*. 1999;23:177-193.

Week 3: Wednesday, September 7 – GBV Experienced as Children

DUE TODAY: Draft 1-page outline of final report and presentation; 1 outline per group (0% of grade, but mandatory).

1:25-2:25 (60 minutes) – Child Maltreatment

Meghan Shanahan, PhD, Research Assistant Professor, Department of Maternal and Child Health, UNC-CH

2:25-2:40 (15 minutes) – Break

2:40-3:40 (60 minutes) – Impact of Trauma and Adverse Childhood Experiences Through a Gender Lens

Dana Hagele, MD, MPH, Research Assistant Professor, Department of Maternal and Child Health, UNC-CH

3:40-4:25 (45 minutes) – Group Project Discussions

Readings:

From Dr. Shanahan

Felitti VJ, Anda RJ, Nordenberg D, Williamson DF, Spitz AM, Edwards V, Koss MP, Marks JS. Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) Study. American Journal of Preventive Medicine. 1998;14(4):245-258.

From Dr. Hagele

Austin AE, Herrick HWB. The effect of adverse childhood experiences on adult health: 2012 North Carolina Behavioral Risk Factor Surveillance System Survey. SCHS Studies, 2014.
Dutton MA, Green BL, Kaltman SI, Roesch DM, Zeffiro TA, Krause ED. Intimate Partner Violence, PTSD and Adverse Health Outcomes. Journal of Interpersonal Violence. June 2006; Volume 21 (7):955-968.
Putman FW. The impact of trauma on child development. Juvenile and Family Court Journal, Winter 2006.

Week 4: Wednesday, September 14 —GBV as Adolescents

1:25-2:25 (60 minutes) – Adolescent Dating Violence

Luz McNaughton Reyes, Research Assistant Professor, Department of Health Behavior, UNC-CH; May Chen, Doctoral Student, Department of Health Behavior, UNC-CH

2:25-2:40 (15 minutes) – Break

2:40-3:40 (60 minutes) Violence Prevention In Schools

Erin Hamilton, BA Justice Studies, Director of Education Programs, The Compass Center, Chapel Hill, NC.

3:40-4:25 (45 minutes) – Group Project Discussions

Readings:

From Dr. McNaughton Reyes and Ms. Chen

Chen MS, Foshee VA, McNaughton Reyes HHL Dating abuse: Prevalence, consequences, and predictors: 1-21.

McNaughton Reyes HL, Foshee VA, Chen MS. Dating Abuse: Primary prevention efforts: 1-27.

From Ms. Hamilton

Handouts will be provided during class.

Week 5: Wednesday, September 21—Campus Sexual Assault

1:25-2:25 (60 minutes) – Research Overview of Sexual Assault among College Students

Sandy Martin, PhD, Professor, Department of Maternal and Child Health, UNC-CH

2:25-2:40 (15 minutes) – Break

2:40-3:40 (60 minutes) – Opportunities and Challenges of Sexual Violence Prevention in University Settings

Christi Hurt, MPA, Director, Carolina Women’s Center, UNC-CH;

Kelli Raker, MA, Coordinator for Violence Prevention Programs, Student Wellness, UNC-CH

3:40-4:25 (45 minutes) – Group Project Discussions

Readings:

From Dr. Martin

Wood L, Sulley C, Kammer-Kerwick M, Follingstad D, Busch-Armendarez N. Climate surveys: An inventory of understanding sexual assault and other crimes of interpersonal violence at institutions of higher education. *Violence Against Women*, 2016, 1-19.

From Ms. Hurt and Ms. Raker

DeGue, S. Preventing Sexual Violence on College Campuses: Lessons from Research and Practice, April 2014. Available at <https://www.notalone.gov/assets/evidence-based-strategies-for-the-prevention-of-sv-perpetration.pdf>

Vladutiu CJ, Martin SL, Macy RJ. College- or university-based sexual assault prevention programs: A review of program outcomes, characteristics, and recommendations. *Trauma, Violence, & Abuse*, 2011;12(2) 67-86.

White House Task Force to Protect Students from Sexual Assault. *Not Alone: The First Report of the White House Task Force to Protect Students From Sexual Assault*, 2014. Available at <https://www.notalone.gov/assets/report.pdf>

Week 6: Wednesday, September 28: GBV in the LGBTQI Community

1:25-2:25 (60 minutes) –Transgender and Gender Non-Conforming Community: Violence Faced as a Result of Challenging the Gender Binary

Terri Phoenix, PhD, Director, LGBTQ Center, UNC-CH

2:25-2:40 (15 minutes) – Break

2:40-3:40 (60 minutes) - LGBTQI + Communities and GBV

Jen Przewoznik, MSW, Director of Prevention and Evaluation, North Carolina Coalition Against Sexual Assault

3:40-4:25 (45 minutes) – Group Project Discussions

Readings:

From Dr. Phoenix

Grant JM, Mottet LA, Tanis J. Injustice at every turn: A report of the National Transgender Discrimination Survey, Executive Summary. Washington: National Center for Transgender Equality and National Gay and Lesbian Task Force, 2011. Available at http://www.thetaskforce.org/static_html/downloads/reports/reports/ntds_full.pdf.

From J Przewoznik

TBD

Week 7: Wednesday, Oct 5 – Sex Trafficking

1:25-2:25 (60 minutes) – Research on Sex Trafficking

Jennifer O'Brien, MSW, LCSW, PhD Candidate, and Eileen Blackey Fellow, Fahs-Beck Scholar, School of Social Work, UNC, Chapel Hill

2:25-2:40 (15 minutes) – Break

2:40-3:40 (60 minutes) – Project NO REST, A Comprehensive Plan to Address the Trafficking of Youth Age 25 and Younger in North Carolina

Dean Duncan III, MUA, PhD, Research Professor, School of Social Work, UNC-CH

3:40-4:25 (45 minutes) – Group Project Discussions

Readings:

From Ms. O'Brien

TBD

From Dr. Duncan

Statewide Plan for Addressing Trafficking of Child Welfare Involved Children and Youth in North Carolina. 2015. (Available at <https://app.box.com/s/oya7og57zosnd0uitc0z1wm09aoptoib>)

Week 8: Wednesday, October 12: GBV and Health Outcomes

1:25-2:25 (60 minutes) – Mechanisms of Pain and Somatic Symptom Development among Sexual Assault Survivors

Sam McLean, MD MPH, Director, TRYUMPH Research Program, School of Medicine, UNC-CH

2:25-2:40 (15 minutes) – Break

2:40-3:40 (60 minutes) – Gender Differences in the NC Violent Death Reporting System

Anna Austin, MPH, Doctoral Student, Department of Maternal and Child Health, UNC

3:40-4:25 (45 minutes) – Group Project Discussions

Readings:

From Dr. McLean

Ballina, Ulirsch, et al. Mu-Opioid receptor gene A118G polymorphism predicts pain recovery after sexual assault. *Journal of pain*: 2013; pp. 1-7.

McLean, Soward, et al. Acute severe pain is a common consequence of sexual assault. *Journal of Pain*, 2012; 13(8): 736-741.

Ulirsch, Ballina, et al. Pain and somatic symptoms are sequelae of sexual assault: Results of a prospective longitudinal study. *European Journal of Pain*. 2013. doi: 10.1002/j.1532-2149.2013.00395.x

From Ms. Austin

Gold KJ, Singh V, Marcus SM, Palladino CL. Mental health, substance use, and intimate partner problems among pregnant and postpartum suicide victims in the National Violent Death Reporting System. *Gen Hosp Psychiatry*. 2012; 34(2): 139–145.

Palladino CL, Singh V, Campbell J, Flynn H, Gold K. Homicide and suicide during the perinatal period: Findings from the National Violent Death Reporting System. *Obstetrics and Gynecology*. 2011; 118(5): 1056–1063.

Week 9: Wednesday, October 19: Student Midcourse Mini-Oral Presentations

DUE TODAY: Present your mini-oral presentation to the class

(Note: Fall Break begins at 5pm!! Have fun!!)

Week 10: Wednesday, October 26 — GBV Prevention Research (Including primary, secondary and tertiary prevention) (Part 1)

1:25-2:25 (60 minutes) – GBV Interventions: The State of the Evidence

Beth Moracco, PhD, Research Associate Professor, Department of Health Behavior, UNC-CH

2:25-2:40 (15 minutes) – Break

2:40-3:40 (60 minutes) – Sexual Assault in the Military: The Role of Hazing and Prevention

Olivia Silber Ashley, DrPH, Director, Risk Behavior and Family Research Program, RTI International

3:40-4:25 (45 minutes) – Group Project Discussions

Readings:

From Dr. Moracco

TBD

From Dr. Ashley

US Army. The Effects of Hazing and Sexual Assault in the Army Profession. ND. Available at:

<http://cape.army.mil/repository/video-case-studies/facilitator-guides/facilitator-guide-spc-wright.pdf>

US GAO. Military Personnel: Actions Needed to Address Sexual Assaults of Male

Servicemembers. 2015. Available at: <http://www.gao.gov/assets/670/669096.pdf>

US GAO. DOD and Coast Guard: Actions Needed to Increase Oversight and Management

Information on Hazing Incidents Involving Servicemembers. 2016. Available at:

<http://gao.gov/assets/680/675040.pdf>

Week 11: Wednesday, Nov 2 — GBV Prevention Research (Part 2)

1:25-2:25 (60 minutes) – Community Mobilization to Change Gender Norms and GBV

TBD

2:25-2:40 (15 minutes) – Break

2:40-3:40 (60 minutes) – GBV Prevention Trial in Tanzania

Suzanne Maman PhD, Associate Professor, Department of Health Behavior, UNC-CH

3:40-4:25 (45 minutes) – Group Project Discussions

Readings:

TBA

TBD

From Dr. Maman

Maman S, Mbwambo JK, Hogan NM, Kilonzo GP, Campbell JC, Weiss E, Sweat MD. HIV-positive women report more lifetime partner violence: Findings from a voluntary counseling and

testing clinic in Dar es Salaam, Tanzania. American Journal of Public Health. 2002; 92 (8); 1331-1337.

Yamanis TJ, Maman S, Mbwambo JK, Earp JAE, Kajula LJ. Social venues that protect against and promote HIV risk for young men in Dar es Salaam, Tanzania. [Social Science & Medicine](#). 2010;71:1601-1609.

Week 12: Wednesday, November 9 – Domestic Violence and Sexual Assault State Coalitions and Programs

1:25-2:25 (60 minutes) – Domestic Violence and Sexual Assault State Coalitions and Programs (Part 1)

Monika Johnson Hostler,MPA, Executive Director, North Carolina Coalition Against Sexual Assault (NCCASA); and

Dana Mangum, MA, Executive Director, North Carolina Coalition Against Domestic Violence (NCCADV)

2:25-2:40 (15 minutes) – Break

2:40-3:40 (60 minutes) – Domestic Violence and Sexual Assault State Coalitions and Programs (Part 2)

Monika Johnson Hostler,MPA, Executive Director, North Carolina Coalition Against Sexual Assault (NCCASA); and

Dana Mangum, MA, Executive Director, North Carolina Coalition Against Domestic Violence (NCCADV)

3:40-4:25 (45 minutes) – Group Project Discussions

Readings:

TBD

Week 13: Wednesday, November 16 – Trauma Informed Care for Clinic Populations

1:25-2:25 (60 minutes) – Trauma-Informed Care within Women’s Substance Abuse Treatment

Sherri Green, PhD, MSW, Research Assistant Professor, Department of Maternal and Child Health, UNC-CH

2:40-3:40 (60 minutes) –

Hendree Jones, PhD, Professor, UNC Department of Obstetrics and Gynecology, and Executive Director of UNC Horizons

3:40-4:25 (45 minutes) – Group Project Discussions

Readings:

From Dr. Green

TBD

From Dr. Jones

Covington SS. Women and addiction: A trauma-informed approach. Journal of Psychoactive Drugs. 2008. Nov; Suppl 5:377-85.

Snyder RL. No visible bruises: Domestic violence and traumatic brain injury. The New Yorker, December 30, 2015. Available at: <http://www.newyorker.com/news/news-desk/the-unseen-victims-of-traumatic-brain-injury-from-domestic-violence>

Week 14: Wednesday, November 30 – Law Enforcement and Legal Responses to GBV

1:25-2:25 (60 minutes) – Law Enforcement Response to Domestic Violence and Sexual Assault

Sabrina Garcia, MA, Domestic Violence/Sexual Assault Specialist, Chapel Hill Police Department

2:25-2:40 (15 minutes) – Break

2:40-3:40 (60 minutes) – Legal Interventions to Address GBV

Beth Posner, JD, MA, Clinical Assistant Professor of Law, UNC-CH

3:40-4:25 (45 minutes) – Group Project Discussions

Readings:

From Ms. Garcia

TBD

From Ms. Posner

TBD

Week 15: Wednesday, December 7: Student Final Oral Presentations During Class and Student Final Written Reports are Due

DUE TODAY: FINAL WRITTEN AND ORAL REPORTS

GENDER-BASED VIOLENCE QUIZ

-For 30 minutes:

-Discuss each of the following scenarios with your group and decide **whether it is, or is not, an example of gender-based violence.**

-Justify the reason(s) for your responses; more specifically, **why is it gender-based violence, or why is it NOT gender-based violence?**

-For the next 30 minutes:

-Share your findings with the rest of the class during a discussion.

1. A man forces sexual intercourse on a women who physically resists.
2. A woman yells loudly at her wife during a dinner party with their friends.
3. A woman shoots a man during a drug deal in which the man deceived the woman.
4. A man has sex with his girlfriend when she does not physically resist, but she does not enthusiastically endorse it with her behavior (i.e., she is passive to the advance).
5. A girl undergoes genital cutting as a cultural right of passage into womanhood in her country.
6. A biologically male baby is circumcised.
7. A government passes a law against transgender persons using the bathroom of their choice.
8. A magazine publishes photos of naked woman who is now the wife of a presidential candidate.
9. A government does not prohibit abortion in cases in which the woman knows the biological sex of the fetus (so that the woman can decide whether to, or not to, abort, depending on the biological sex of the child).
10. A 15-year old teen decides to engage in sex for drugs.