



Syllabus
MHCH 732: Gender-Based Violence
Fall 2021
3 Credits/Residential

Course Description

MHCH 732, Gender-Based Violence (GBV), 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.

Prerequisites

Enrollment in Gillings MCH Master's or Doctoral Program or another Graduate Program and some research training, or permission of the instructor.

Instructor

Sandra L. Martin, PhD (she/her), Professor and Associate Chair for Research
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Teaching Assistant

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Office Hours

There are no set office hours for this course. Students may request an appointment by email.

Course Website

<https://sakai.unc.edu/welcome/> Use your ONYEN and password.

Class Days, Times, Location

Wednesday, 1:25 pm to 4:25 pm, Residential, McGavran-Greenberg, Room 2303, UNC CH

Course Format

The course contains lectures, discussions, and exercises. Students should complete the readings before class and come to class prepared to discuss them. Students will learn about gender-based violence from course speakers "doing the work," including researchers and practitioners working to prevent and respond to multiple types of gender-based violence. Students also are assigned readings for each topic. Students also will "learn by doing," studying a gender-based violence topic that they select based on their research, practice, or policy interests.

Required Readings

See the **Course Schedule (Detailed)** for the course readings which are on the sakai website.

Course-at-a-Glance

The instructor reserves the right to make changes to the syllabus, including topics, readings, assignments, and due dates. Any changes will be announced as early as possible. For session-by-session course schedule details, see the [Course Schedule](#) following the [Course-at-a-Glance](#).

Date: Session Number	Topic	Assignment Due
August 18: Session 1	Course Overview and Introductions	Introductions and creating a safe space Choose globally focused mini presentation topic Networking exercise
August 25: Session 2	What is Sex? What is Gender? What is Gender-Based Violence (GBV)?	Read the required readings and come to class ready to discuss them
September 1: Session 3	Global perspectives in GBV	Read the required readings and come to class ready to discuss them
Session 4: September 8	GBV as Children	Email in Draft Outline for Group Written Report Read the required readings and come to class ready to discuss them
September 15: Session 5	GBV as Adolescents	Read the required readings and come to class ready to discuss them
September 22: Session 6	Campus Sexual Assault	Read the required readings and come to class ready to discuss them
September 29: Session 7	GBV in the LGBTQIA+ Community	Read the required readings and come to class ready to discuss them
October 6: Session 8	Intersectionality: GBV, Ethnicity, and Race	Read the required readings and come to class ready to discuss them
October 13: Session 9	Student Mini-Oral Presentations	Present your global Mini-Oral presentation Listen to, and comment on, the globally focused Mini-Oral presentations of others
October 20: Session 10	GBV and Health Outcomes	Read the required readings and come to class ready to discuss them
October 27: Session 11	GBV Prevention Programs and Evaluations, Part 1	Read the required readings and come to class ready to discuss them
November 3: Session 12	GBV Prevention Programs and Evaluations, Part 2	Read the required readings and come to class ready to discuss them
November 10: Session 13	Legal Interventions and Sex Trafficking Among Incarcerated Populations	Read the required readings and come to class ready to discuss them
November 17: Session 14	Legal and Law Enforcement Interventions	Read the required readings and come to class ready to discuss them
December 1: Session 15	Group Oral Reports and Written Reports	Present your Group Oral Report/Videocast in class, and listen to others' Oral Reports/Videocasts Email in your Group Written Report

Course Schedule (Detailed)

Session 1	
August 18 – Course Overview and Introductions	
Time, Presenter and Topics	<p>1:25-2:15 (50 minutes) Course Overview Sandy Martin, PhD, Professor, Department of Maternal and Child Health, UNC-CH</p> <ul style="list-style-type: none"> -Introduction to the instructor and TA -Safe space for honest, unthreatening conversation -Potentially upsetting/triggering material – practice self-care -Review course syllabus and assignments -Gender-Based Violence Research Group (https://iprc.unc.edu/about-us/our-people/students-and-alumni/iprc-supported-student-led-research-groups/). If interested in learning more or joining contact: Melissa Jenkins (meljenk@live.unc.edu), Doctoral Student, School of Social Work; Greeshma James (gjames3@email.unc.edu), Masters Student, School of Public Health; or Sarah Godoy (sgodoy@email.unc.edu), Doctoral Student in School of Social Work. -Choose your globally focused mini oral presentation topic -Introduction of a networking exercise we'll do after the break
Time, Presenter and Topics	2:15-2:30 (15 minutes) Break
Time, Presenter and Topics	<p>2:30-3:20 (50 minutes) Conceptual Art to Introduce Yourself and to Learn More about the Interests of Others</p> <ul style="list-style-type: none"> -Introduce yourself to the class by sharing: <ol style="list-style-type: none"> 1) Your name, pronouns (if you care to share these), and department 2) Your reflections on this past year during the pandemic and things that helped you to deal with this 3) A conceptual artwork (sculpture, drawing, etc.) that you create during class that represents something about your interests and/or work in gender-based violence to help introduce you to the other students 4) Whether you are primarily interested in the areas of research, practice or policy related to gender-based violence, or if you do not have a preference
Time, Presenter and Topics	<p>3:20-4:25 (65 minutes) Networking with Potential Team Members about your Interests for the Final Projects</p> <p>Chat as a group with your fellow classmates about potential topics you'd be interested in working on for the final group project. Consider who might be interested in a research project, a practice focused project, or a policy-focused project. Are there any current events that you'd like to explore more in the realm of gender-based violence? Have an open discussion of the types of projects you might like to pursue, the goal being to identify your group of 2 to 3 persons (including you) who will be working together on the final project.</p>
Competency	Sharing ideas and networking
Learning Objectives	Become familiar with gender-based violence interests of students in the course
Required Readings	None
Assignments/Deadlines	<ul style="list-style-type: none"> -Choose your globally focused mini oral presentation topic -Networking exercise

Session 2	August 25, What is Sex? What is Gender? What is Gender-Based Violence?
Time, Presenter and Topics	1:25-2:15 (50 minutes, including discussion) What is Sex? What is Gender? Carolyn Halpern, PhD, Professor and Chair, Department of Maternal and Child Health, UNC, CH
Time, Presenter and Topics	2:15-2:30 (15 minutes) Break
Time, Presenter and Topics	2:30-3:20 (50 minutes) What is Gender-Based Violence? We'll divide the class into 2 groups 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. (2:30-2:55) 25 minutes for your group discussion, and (2:55-3:20) 25 meetings for feedback to the entire class
Time, Presenter and Topics	3:20-4:25 (65 minutes) Group Project Discussions
Competency	Substantive knowledge on gender-based violence Research on gender-based violence
Learning Objectives	At the end of this session, students will understand definitions of sex and gender, how research methods can be used to assess these constructs
Required Readings	<u>Readings from Dr. Halpern</u> Blondeel K, et al. Violence motivated by perception of sexual orientation and gender identity: a systematic review. Bull World Health Organ. 2018;96:29–41E. APA Style. Gender: https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/gender
Assignments/Deadlines	Read the required readings and come to class ready to discuss them.

Session 3	September 1 – Global Perspectives in GBV
Time, Presenter and Topics	1:25-2:15 (50 minutes, including discussion) Community Mobilization to Change Gender Norms and GBV in Sub-Saharan Africa Audrey Pettifor, PhD, Professor, Department of Epidemiology, UNC-CH
Time, Presenter and Topics	2:15-2:30 (15 minutes) Break
Time, Presenter and Topics	2:30-3:20 (50 minutes, including discussion) Health Sector Interventions for Secondary Prevention of GBV around the Time of Pregnancy Abigail Hatcher, PhD, Assistant Professor, Department of Health Behavior, UNC-CH and Honorary Associate Professor, School of Public Health, University of the Witwatersrand, Johannesburg, South Africa
Time, Presenter and Topics	3:20-4:25 (65 minutes) Group Project Discussions
Competency	Substantive knowledge on gender-based violence Research on gender-based violence Practices related to gender-based violence
Learning Objectives	At the end of this session, students will understand how research has enhanced knowledge of gender-based violence in other countries, and how programs have been developed/evaluated aimed at preventing this violence.
Required Readings	<u>From Dr. Pettifor</u> Abramsky T, Devries K, Kiss L, Nakuti J, Kyegombe N, Starmann E, Cundill B, Francisco L, Kaye D, Musuya T, Michau L, Watts C. Findings from the SASA! Study: a cluster randomized controlled trial to assess the impact of a community mobilization intervention to prevent violence against women and reduce HIV risk in Kampala, Uganda. BMC Med. 2014 Jul 31;12:122. doi: 10.1186/s12916-014-0122-5. Pettifor A, Lippman SA, Gottert A, Suchindran CM, Selin A, Peacock D, Maman S, Rebombo D, Twine R, Gómez-Olivé FX, Tollman S, Kahn K, MacPhail C. Community mobilization to modify harmful gender norms and reduce HIV risk: results from a community cluster randomized trial in South Africa . J Int AIDS Soc. 2018 Jul;21(7):e25134. doi: 10.1002/jia2.25134. <u>From Dr. Hatcher</u> Kalra N, Hooker L, Reichenhofer S, Di Tanna GL, García-Moreno C. Training healthcare providers to respond to intimate partner violence against women (Review). The Cochrane Collaboration. Published by John Wiley & Sons, Ltd., 2021. Sapkota D, Baird K, Saito A, Anderson D. Interventions for reducing and/or controlling domestic violence among pregnant women in low- and middle income countries: a systematic review. Systematic Reviews. 8:79, 2019. https://doi.org/10.1186/s13643-019-0998-4 .
Assignments/Deadlines	Read the required readings and come to class ready to discuss them.

Session 4	September 8 – GBV Experienced as Children
Time, Presenter and Topics	1:25-2:15 (50 minutes, including discussion) Child Maltreatment Meghan Shanahan, PhD, Assistant Professor, Department of Maternal and Child Health, UNC-CH
Time, Presenter and Topics	2:15-2:30 (15 minutes) Break
Time, Presenter and Topics	2:30-3:20 (50 minutes, including discussion) Violence or Trauma Experienced as a Child Dana M. Hagele, MD, MPH, Director, NC Child Treatment Program, Assistant Professor, Department of Maternal and Child Health, UNC-CH
Time, Presenter and Topics	3:20-4:25 (65 minutes) Group Project Discussions
Competency	Substantive knowledge about gender-based violence Research on gender-based violence Practices used in response to gender-based violence
Learning Objectives	At the end of this session, students will understand research showing how gender-based violence can begin during childhood and how such events can impact the developing child
Required Readings and Optional Readings	<u>Readings from Dr. Shanahan</u> 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. <i>American Journal of Preventive Medicine</i> . 1998;14(4):245-258. Finkelhor D. Screening for adverse childhood experiences (ACEs): Cautions and suggestions. <i>Child Abuse & Neglect</i> . 2018;85:174-179. doi: 10.1016/j.chiabu.2017.07.016. <u>(Optional, but not required, readings from Dr. Shanahan)</u> Barth RP, Jonson-Reid M, Greeson JKP, Drake B, et al. Outcomes following child welfare services: what are they and do they differ for black children? <i>Journal of Public Child Welfare</i> . 2020. https://doi.org/10.1080/15548732.2020.1814541 Dettlaff AJ, Weber K, Pendleton M, Boyd R, Bettencourt B, Burton L. It Is Not a Broken System, It Is a System That Needs To Be Broken: The upEND Movement to Abolish the Child Welfare System. <i>Journal of Public Child Welfare</i> , 2020, available at https://www.tandfonline.com/doi/10.1080/15548732.2020.1814542 . <u>Readings from Dr. Hagele</u> National Scientific Council on the Developing Child. (2020). Connecting the Brain to the Rest of the Body: Early Childhood Development and Lifelong Health Are Deeply Intertwined: Working Paper No. 15. Available at https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2020/06/wp15_health_FINALv2.pdf

	<p>Center on the Developing Child at Harvard University (2010). The Foundations of Lifelong Health Are Built in Early Childhood. Available at https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2010/05/Foundations-of-Lifelong-Health.pdf</p> <p>(Optional, but not required, readings from Dr. Hagele)</p> <p>National Scientific Council on the Developing Child.(2009). Maternal Depression Can Undermine the Development of Young Children: Working Paper No. 8. Available at https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2009/05/Maternal-Depression-Can-Undermine-Development.pdf</p>
Assignments/Deadlines	Email in your Draft Outline for Group Written Report (1 draft per group) Read the required readings and come to class ready to discuss them.

Session 5	September 15 – GBV As Adolescents
Time, Presenter and Topics	1:25-2:15 (50 minutes, including discussion) Working with Youth to Educate them about Violence Julia Metz, MA, Director of Education Programs, The Compass Center, Chapel Hill, NC
Time, Presenter and Topics	2:15-2:30 (15 minutes) Break
Time, Presenter and Topics	2:30-3:20 (50 minutes, including discussion) Adaptation of the “Moms and Teens for Safe Dates” Program for Web Delivery Natalie Blackburn, PhD, MPH, UNC Injury Prevention Research Center.
Time, Presenter and Topics	3:20-4:25 (65 minutes) Group Project Discussions
Competency	Substantive knowledge about gender-based violence Research on gender-based violence Practices used to prevent gender-based violence
Learning Objectives	At the end of this session, students will have learned about how research is used to examine the prevalence of dating violence, the forms it takes, and how some programs are working toward the prevention of dating violence
Required Readings	<u>Readings/Handouts from Julia Metz</u> Hirsh J, Khan S. Introduction: A New Approach. <i>Sexual Citizens: A Landmark Study of Sex, Power, and Assault on Campus</i> (0-xxi). NY: W.W. Norton Company, 2020. Hirsh J, Khan S. Conclusions: Forming Sexual Citizens. <i>Sexual Citizens: A Landmark Study of Sex, Power, and Assault on Campus</i> (265-273). NY: W.W. Norton Company, 2020. Teen P&C Wheel. Teen Equality Wheel. <u>Reading from Dr. Blackburn</u> Foshee VA, Benefield T, Dixon KS, Chang LY, Senkomago V, Ennett ST, Bowling JM. The effects of moms and teens for safe dates: A dating abuse prevention program for adolescents exposed to domestic violence. <i>Journal of Youth and Adolescence</i> , 2015; 44(5), 995-1010.
Assignments/Deadlines	Read the required readings and come to class ready to discuss them.

Session 6	September 22 – Campus Sexual Assault
Time, Presenter and Topics	1:25-2:15 (50 minutes, including discussion) Research Overview of Sexual Assault among College Students Sandy Martin, PhD, Professor, Department of Maternal and Child Health, UNC-CH
Time, Presenter and Topics	2:15-2:30 (15 minutes) Break
Time, Presenter and Topics	2:30-3:20 (50 minutes, including discussion) Campus Sexual Assault Christi Hurt, PhD, Senior Prevention Strategy Officer, UNC-CH and Lead of UNC-CH's Gender Based Violence Prevention Advisory Group (GBVPAG)
Time, Presenter and Topics	3:20-4:25 (65 minutes) Group Project Discussions
Competency	Substantive knowledge of gender-based violence Research on gender-based violence Practices focused on gender-based violence Policies focused on gender-based violence
Learning Objectives	At the end of this session, students will have learned about some of the research that has examined the prevalence of sexual violence on college campuses, the forms that this violence can take, and how universities are using practices and policies aimed at preventing and responding to this violence
Required Readings and an Optional Resource	<u>Readings from Dr. Martin</u> 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, 2017 Sep;23(10):1249-1267. doi: 10.1177/1077801216657897. Epub 2016 Aug 1. <u>Readings from Dr. Hurt</u> Hirsch JS, Khan SR, Wamboldt A, Mellins CA. Social dimensions of sexual consent among cisgender heterosexual college students: Insights from ethnographic research. Journal of Adolescent Health, 2019;64:26-35. Office for Civil Rights, US Department of Education. Dear Colleague Letter. April 4, 2011. <u>Optional resource for this week</u> The Hunting Ground. A documentary about sexual assault on college campuses. Available on HBO max.
Assignment/Deadlines	Read the required readings and come to class ready to discuss them.

Session 7	September 29 – GBV in the LGBTQIA+ Community
Time, Presenter and Topics	1:25-2:15 (50 minutes, including discussion) LGBTQI + Communities and GBV JP Przewoznik, MSW, Assistant Professor, School of Social Work, UNC, CH
Time, Presenter and Topics	2:15-2:30 (15 minutes) Break
Time, Presenter and Topics	2:30-3:20 (50 minutes, including discussion) Centering the Margins in Gender-Based Violence Research & Practice: Sexual Orientation & Gender Identity Terri Phoenix, PhD, Director of the LGBTQ Center at UNC-CH.
Time, Presenter and Topics	3:20-4:25 (65 minutes) Group Project Discussions
Competency	Substantive knowledge of gender-based violence Research on gender-based violence Practices used to prevent and respond to gender based violence
Learning Objectives	At the end of this session, students will understand how research has found that violence differentially impacts persons of different gender identifies and sexual orientations
Required Readings	<u>Readings from JP Przewoznik</u> Mallory C, Sears C, Vasquez LA. Banning the use of gay and trans panic defenses. UCLA School of Law Williams Institute, 2021. Explore the National Coalition of Anti-Violence Programs website, available at https://avp.org/ncavp/ <u>Readings from Dr. Phoenix</u> Jordan SP, Mehrotra GR, Fujikawa KA Mandating inclusion: Critical trans perspectives on domestic and sexual violence advocacy. Violence Against Woman 2020; 26(6-7), 531-554.
Assignments/Deadlines	Read the required readings and come to class ready to discuss them.

Session 8	October 6 – Intersectionality: Gender-Based Violence, Ethnicity, and Race
Time, Presenter and Topics	1:25-2:15 (50 minutes, including discussion) Latinx Survivors of Gender-Based Violence Cindy Fraga Rizo, MSW, PhD, Associate Professor, School of Social Work, UNC-CH
Time, Presenter and Topics	2:15-2:30 (15 minutes) Break
Time, Presenter and Topics	2:30-3:20 (50 minutes, including discussion) Gender-Based Violence, Racial Injustice, and Incarceration Crystal M Hayes, MSW, PhD, Postdoctoral Scholar, Center of Excellence in Maternal and Child Health Education, Science and Practice, UNC-CH
Time, Presenter and Topics	3:20-4:25 (65 minutes) Group Project Discussions
Competency	Substantive knowledge of gender-based violence Research on gender-based violence Practices related to gender-based violence
Learning Objectives	At the end of this session, students will understand more about the intersectionality of race, ethnicity and gender-based violence
Required Readings	<u>Readings from Dr. Fraga Rizo</u> Alvarez, Fedock. Addressing intimate partner violence with Latina women: A call for research. <i>Trauma, Violence & Abuse</i> , 2018; 19(4), 488-493. https://doi.org/10.1177/1524838016669508 O’Neal, Beckman. Intersections of race, ethnicity, and gender: Reframing knowledge surrounding barriers to social services among Latina intimate partner violence victims. <i>Violence Against Women</i> , 2017; 23(5), 643-665. https://doi.org/10.1177/1077801216646223 <u>Readings from Dr. Hayes</u> Critical Resistance and Incite!. Critical Resistance-Incite! Statement on gender violence and the prison-industrial complex. <i>Social Justice</i> , 2003; 141-150. Gross. African American women, mass incarceration, and the politics of protection. <i>Journal of American History</i> , 2015;102(1), 25-33.
Assignments/Deadlines	Read the required readings and come to class ready to discuss them.

Session 9	October 13– Student Globally Focused Mini-Oral Presentations
Time, Presenter and Topics	1:25 - Some time before 4:25 pm! Students present their globally focused mini-oral presentations!
Competency	Substantive knowledge of gender-based violence Research methods on gender-based violence Practice related to gender-based violence Policy related to gender-based violence
Learning Objectives	After preparing and delivering their Mini Oral Report, and listening to the Mini Oral Reports of others, students will have enhanced understanding of determinants/variables linked to gender-based violence, research methods that have been used to study gender-based violence, strategies/practices that have been used to monitor various types of gender-based violence, and some policies/laws related to gender-based violence.
Required Readings	None
Assignments/Deadlines	Participate in the mini-oral presentation session

Session 10	October 20 – GBV and Health Outcomes
Time, Presenter and Topics	1:25-2:15 (50 minutes, including discussion) Sexual Violence and Trauma Sam McLean, MD MPH, Director, TRYUMPH Research Program, School of Medicine, UNC-CH
Time, Presenter and Topics	2:15-2:30 (15 minutes) Break
Time, Presenter and Topics	2:30-3:20 (50 minutes, including discussion) Gender Differences in the NC Violent Death Reporting System Anna Austin, PhD, Assistant Professor, Department of Maternal and Child Health, and Research Scientist, Injury Prevention Research Center, UNC, CH
Time, Presenter and Topics	3:20-4:25 (65 minutes) Group Project Discussions
Competency	Substantive knowledge of gender-based violence Research on gender-based violence Practices related to gender-based violence
Learning Objectives	At the end of this session, students will understand how gender-based violence can result in adverse health outcomes, including trauma and death, and how surveillance is used to monitor and conduct research on violence related deaths
Required Readings	<u>Readings from Dr. McLean</u> Ballina, Ulirsch, et al. Mu-Opioid receptor gene A118G polymorphism predicts pain recovery after sexual assault. <i>Journal of pain</i> : 2013; pp. 1-7. McLean, Soward, et al. Acute severe pain is a common consequence of sexual assault. <i>Journal of Pain</i> , 2012; 13(8): 736-741. Ulirsch, Ballina, et al. Pain and somatic symptoms are sequelae of sexual assault: Results of a prospective longitudinal study. <i>European Journal of Pain</i> . 2013. doi: 10.1002/j.1532-2149.2013.00395.x <u>Readings from Dr. Austin</u> 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. <i>Gen Hosp Psychiatry</i> . 2012; 34(2): 139–145. Austin AE, Vladutiu CJ, Jones-Vessey KA, Norwood TS, Proescholdbell SK, Menard MK. Improved ascertainment of pregnancy-associated suicides and homicides in North Carolina. <i>American Journal of Preventive Medicine</i> . 2016;51(5):S234-40
Assignments/Deadlines	Read the required readings and come to class ready to discuss them.

Fall Break
Thursday October 21- Friday October 22
Have Fun!

Session 11	October 27 – GBV Prevention Programs and Evaluations, Part 1
Time, Presenter and Topics	1:25-2:15 (50 minutes, including discussion) Development Implementation and Pilot Testing of a Program to Prevent Sexual Assault in the US Air Force Marni Kan, PhD, Prevention Researcher, RTI International (may be a virtual presentation)
Time, Presenter and Topics	2:15-2:30 (15 minutes) Break
Time, Presenter and Topics	2:30-3:20 (50 minutes, including discussion) Evaluation of Sexual, Dating and IPV Prevention Programs for Boys and Men Venita Embry, MPH, Doctoral Student, Department of Health Behavior, UNC, Chapel Hill
Time, Presenter and Topics	3:20-4:25 (45 minutes) Group Project Discussions
Competency	Substantive knowledge on gender-based violence Research on gender-based violence Practices related to gender-based violence
Learning Objectives	At the end of this session, students will understand how research has been used to develop, implement, and evaluate programs, both in military and civilian communities, aimed at the prevention of gender-based violence
Required Readings	<u>Readings from Dr. Kan</u> <u>Required:</u> Gidycz CA, Wyatt J, Galbreath N, Axelrad SH, McCone DR. Sexual assault prevention in the military: Key issues and recommendations. 2018; <i>Military Psychology</i> , 30(3), 240-251. Turchik JA, Wilson SM. Sexual assault in the U.S. Military: A review of the literature and recommendations for the future. <i>Aggression and Violent Behavior</i> , 2010; 15, 267–277. <u>Optional:</u> Ashley OS, Lane ME, Morgan JK, Charm S, Tharp A, Brown M. Perceptions of high-risk situations for sexual assault: Gender differences in the US Air Force. <i>Military Medicine</i> , 2019;184, March/April:443. <u>Readings from Venita Embry</u> DeGue S, Valle LA, Holt MK, Massetti GM, Matjasko JL, Tharp AT. A systematic review of primary prevention strategies for sexual violence perpetration. <i>Aggression and violent behavior</i> , 2014: 19(4), 346-362. Lundgren R, Amin A. Addressing intimate partner violence and sexual violence among adolescents: emerging evidence of effectiveness. <i>Journal of Adolescent Health</i> , 2015: 56(1), S42-S50. Schneider M, Hirsch JS. Comprehensive Sexuality Education as a Primary Prevention Strategy for Sexual Violence Perpetration. <i>Trauma, Violence, & Abuse</i> , 2020; 21(3), 439–455. https://doi.org/10.1177/1524838018772855
Assignments/Deadlines	Read the required readings and come to class ready to discuss them.

Session 12	November 3 – GBV Prevention Programs and Evaluations, Part 2
Time, Presenter and Topics	1:25-2:15 (50 minutes, including discussion) What is Sex Trafficking? Chris Croft, Prevention Education Program Manager Anna Wallin, Program Evaluator North Carolina Coalition Against Sexual Assault (NCCASA)
Time, Presenter and Topics	2:15-2:30 (15 minutes) Break
Time, Presenter and Topics	2:30-3:20 (50 minutes, including discussion) The Teach2Reach Sex Trafficking Awareness/Prevention Program Chris Croft, MA, Prevention Education Program Manager and Anna Wallin, MPH, Program Evaluator North Carolina Coalition Against Sexual Assault (NCCASA)
Time, Presenter and Topics	3:20-4:25 (65 minutes) Group Project Discussions
Competency	Substantive knowledge on gender-based violence Research on gender-based violence Practices related to gender-based violence Policy related to gender-based violence
Learning Objectives	At the end of this session, students will become familiar with some of the policies/laws related to gender-based violence, with a focus on sex trafficking
Required Readings and Optional Resources	<u>Readings from Chris Croft and Anna Wallin</u> <u>Required Readings</u> Smyth, Goodman, Glenn. The full-frame approach: a new response to marginalized women left behind by special services. Am J Orthopsychiatry. 2006 Oct: 76(4):489-502. Doi 10.1037/0002-9432.76.4.489. PMID: 17209717. Full Frame Initiative. From Safety Planning to Wellbeing Planning: A Toolkit for Change, 2019. Pages 7, 13-17, 24-27, 43-44. CommonSpirit Health, HEAL Trafficking, Pacific Survivor Center. PEARR Tool: Trauma-Informed Approach to Victim Assistance in Health Care Settings. 2020. Pages 1-2. Available at https://healtrafficking.org/wp-content/uploads/2018/08/PEARR-Tool-2020.pdf Teach2Reach. Disclosure Resource, 2021. Available at https://teach2reach.web.unc.edu/wp-content/uploads/sites/16760/2020/05/disclosure-handout-picture-1.png <u>Optional Readings</u> DHS. Blue Campaign, no date. Minnesota Youth Survey. Available at https://www.dhs.gov/sites/default/files/publications/17_1113_OPE_Blue-Campaign_student-adv-toolkit.pdf Lesak et al, 2021. Recommendations for Educating Youth about Sex Trafficking. Journal of Human Trafficking, DOI:

	10.1080/23322705.2021.1951552. Available at https://doi.org/10.1080/23322705.2021.1951552
Assignments/Deadlines	Read the required readings and come to class ready to discuss them.

Session 13	November 10 – Legal Interventions and Sex Trafficking Among Incarcerated Populations
Time, Presenter and Topics	1:25-2:15 (50 minutes) Legal Interventions to Address GBV Kathleen Lockwood, JD, Policy Director, North Carolina Coalition Against Domestic Violence (NCCADV) (may be a virtual presentation)
Time, Presenter and Topics	2:15-2:30 (15 minutes) Break
Time, Presenter and Topics	2:30-3:20 (50 minutes) Rebecca Macy, PhD, Preyer Distinguished Professor for Strengthening Families, School of Social Work, UNC-CH Identifying and Responding to Sex Trafficking in Adult Correction
Time, Presenter and Topics	3:20-4:25 (65 minutes) Group Project Discussions
Competency	Substantive knowledge on gender-based violence Practices and policies related to gender-based violence
Learning Objectives	At the end of this session, students will understand how laws have changed regarding gender-based violence and how law enforcement teams have been implemented to respond to gender-based violence
Required Readings	<u>From Ms Lockwood</u> Weissman, DM. Law, Social Movements, and the Political Economy of Domestic Violence. 20, Duke Journal of Gender Law & Policy, 221-254 (Spring, 2013). Available at: https://scholarship.law.duke.edu/djglp/vol20/iss2/1 <u>From Dr. Macy</u> Macy RJ, Fraga Rizo C, Van Deinse TB, Wretman CJ, Luo J, Klein LB, Shuck CA. Identifying and Responding to Victims and Women at Risk of Human Trafficking in North Carolina Adult Correction, 2021. UNC. Identifying and Responding to Human Trafficking in Correctional Centers, Flyer, 2021. Macy RJ, Klein LB, Shuck CA, Rizo FC, Van Deinse TB, Wretman CJ, Luo J. A scoping review of human trafficking and screening and response. Trauma, Violence and Abuse, In press, 2021.
Assignments/Deadlines	Read the required readings and come to class ready to discuss them.

Session 14	November 17 – Legal and Law Enforcement Interventions
Time, Presenter and Topics	1:25-2:15 (50 minutes, including discussion) – DV Protective Orders Beth Moracco, PhD, Associate Professor and MPH Program Director, Department of Health Behavior, Gillings School of Global Public Health, and Associate Director, UNC Injury Prevention Research Center, UNC-CH
Time, Presenter and Topics	2:15-2:30 (15 minutes) Break
Time, Presenter and Topics	2:30-3:20 (50 minutes, including discussion) - Law Enforcement Special Victims Units -Amber D. Keith-Drowns, Victim Services Coordinator, Special Victims Unit -Sergeant Ashley Woodlief, Criminal Investigations Division -Corporal Jeff Jenkins, Patrol Deputy Orange County Sheriff's Office, Hillsborough, NC
Time, Presenter and Topics	3:20-4:25 (65 minutes) Group Project Discussions
Competency	Substantive knowledge of gender-based violence Research on gender-based violence
Learning Objectives	At the end of this sessions, students will understand more about legal and law enforcement remedies to prevent and address gender-based violence
Required Readings	Readings from Dr. Moracco Kafka JM, Moracco KE, Barrington C, and Mortazavi AL. Judging domestic violence from the bench: A narrative analysis of judicial anecdotes about domestic violence protective order cases. Qualitative Health Research. 2019;28(8):1132–1144. https://doi.org/10.1177/1049732318821691 Bejinariu A, Troshynski EI, and Miethe TD. Civil protection orders and their courtroom context: the impact of gatekeepers on legal decisions. Journal of Family Violence. 2019;34:231–243. https://doi.org/10.1007/s10896-018-9999-7
Assignments/Deadlines	Read the required readings and come to class ready to discuss them.

Thanksgiving Break
Wednesday November 24 through Friday November 26
Enjoy!

Session 15	December 1 – Student Group Oral Presentations and Final Written Reports
Time, Presenter and Topics	1:25- some time before 4:25 pm! ☺ Students Present their Group Oral Reports and Group Written Reports are Due
Competency	Substantive knowledge of gender-based violence Research on gender-based violence Practices related to gender-based violence Policies related to gender-based violence
Learning Objectives	After working in groups to prepare and write their Group Written Report and their Group Oral Reports, students will have enhanced understanding of determinants/variables linked to gender-based violence, research methods that have been used to study gender-based violence, strategies/practices that have been used to monitor particular types of gender-based violence, and some policies/laws related to gender-based violence.
Required Readings	None
Assignments/Deadlines	Participate in Group Oral Reports/Videocasts and email in Group Written Reports

Course Assignments and Assessments

This course will include the following graded assignments that contribute to your final grade in the course.

1. Course Discussions (5% of final grade)

Description. All students are expected to read all the course materials, attend every class, and participate in all course discussions.

2. Draft Outline for Group Written Report (0% of final grade)

Description. This draft outline should be 1 to 2 pages and document:

- Whether the report will focus on Research, Programs/Practices or Policy (see the description of the Group Written Report in point 4 below);
- The primary study question(s)/issue(s) to be addressed in the report;
- The type(s) of information to be used in this report (e.g., data that will be analyzed, scientific literature to be reviewed, etc.);
- How this information will be used to address the study question/issue;
- Some scientific references that will be used in the report; and
- The names of students who will be primarily responsible for each section in the report.

There is no grade associated with this assignment, but it is mandatory.

3. Mini Oral Presentation (35% of final grade)

Description. At the start of the semester, students will be randomly assigned a globally focused GBV topic NOT covered in class. Each student will prepare a **5-minute mini presentation** on this topic which will be presented to the class. Students will have the option of “swapping” topics with others in the class if the two parties agree. This presentation should be empirically based, using the most updated the scientific literature on the topic. You are encouraged to use PowerPoints or handouts to help the audience to better grasp your presentation. Your presentation should address the question posed using research information, and should include research, practice, and policy implications from your research on the topic. In addition, be sure that you document all your references in the presentation.

4. Group Written Report (35% of final grade)

Description. Over the course of the semester, students will work in groups on their research, practice/program, or policy related GBV project. The final product should be written up as a publishable paper (one paper per group).

Students who are **research** inclined will have the option of conducting:

-A publishable **systematic literature review** on a GBV topic of their choice. For an example of such a paper see Klein LB, Martin SL, Sexual Harassment of College & University Students: A Systematic Review. Trauma, Violence and Abuse, 2019. <https://doi.org/10.1177/1524838019881731>.

Or

-A publishable **empirical paper** using primary or secondary data analysis provided students have the necessary research skills for this as well as the data. For an example of such a paper, see: Franchino-Olsen H, Silverstein H, Kahn N, Martin SL. Minor sex trafficking of girls with disabilities. International Journal of Human Rights in Healthcare, special issue focused on women’s status and sex trafficking and other forms of violence. ISSN: 2056-4902, 26 February 2020.

Students who are interested in **programs/practices** have the option of producing a publishable

paper that **examines/reviews programs/practices** focused on addressing a particular GBV problem. For an example of such a paper see: Rizo CF, Klein LB, Chesworth BR, Franchino-Olsen H, Villodas ML, Macy RJ, Martin SL. Educating students about sex trafficking and responding to students' needs: Principals' perceptions and practices. *Journal of Human Trafficking*, Dec 2019.

doi.org/10.1080/23322705.2019.1698922; and here's another example article focused on programs that is in a literature review format: Graham LM, Embry V, Young Belinda-Rose, Macy RJ, Moracco KE, McNaughton Reyes HL, Martin SL. Evaluations of Prevention Programs for Sexual, Dating, and Intimate Partner Violence for Boys and Men: A Systematic Review. *Trauma, Violence & Abuse*, 2019:1-27. DOI: 10.1177/1524838019851158).

Students more interested in **policies** have the option of producing a publishable paper describing and **analyzing policies on a particular GBV topic**. For an example of such a paper see: Graham LW, Treves-Kagan S, Magee EP, DeLong SM, Ashley OS, Macy RJ, Martin SL, Moracco KE, Bowling JM. Sexual assault policies and consent definitions: A nationally representative investigation of United States colleges' and universities. Online publication April 14, 2017, *Journal of School Violence*. <http://dx.doi.org/10.1080/15388220.2017.1318572>).

All reports should be based on the scientific and pertinent literature, and should also include research, practice, and policy implications of the work. The final written report should be a maximum of 20 pages plus references (double-spaced, 12 point font, 1 inch margins). The format and referencing should follow the format of the journal to which the students hope to submit their paper for publication, the only exception being that for the class product, the paper should be double spaced and up to 20 pages in length which includes text and tables, but references are not included in this page limit. 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.). In addition, students should note the journal to which they are hoping to submit their paper.

5. Group Oral Report or Videocast (25% of final grade)

Description. Students will present their final projects to the class. This can take the form of either:

- A 20-minute PowerPoint presentation (1 presentation per group); or
- A 20-minute Videocast that will be played during the last session of the course (1 presentation per group). If your group chooses to present via the Videocast, you will be responsible for taking on the technical aspects of this mode of presentation without assistance from the course instructor who does not have expertise in this area. That said, here's some information from Tom Laney in the Gillings School AV group about video options. The Gillings School currently offer two options for video recording. One is Zoom and the other is Panopto. Gillings AV Services supports Zoom and Panopto is supported by the Gillings Instructional Technology Group which is managed by Aiya Williams and includes Andrew Ochs and Ben Davis. The students can record their presentations using Zoom and that would work fine. But if they will need to edit the presentations, then Panopto may be the better choice because it does offer editing capabilities. Students *could* edit a zoom recording, but they would need some editing software to do that. So if you want an "all-in-one" solution that will work for everyone, Panopto might be the way to go. You can log in to Panopto with your Onyen at <https://panopto.unc.edu/>. Panopto has an option called "Panopto Capture (Record in Browser)" when you click the "Create" button. That is what students could use to record. They can also share their screen and/or slides during the recording. Then, they could edit the recording by clicking the "Edit" button that appears by

the recorded file. Students could record in both Zoom and Panopto using their own laptop and/or home computer. They could also record the presentation in one of our camera-enabled classrooms (if there is availability in the room).

Each group member is expected to participate in the presentation regardless of the mode of presentation. The presentation should include the study findings, as well as the research, practice, and policy implications of the work.

The graded assignments that contribute to your final grade in the course are summarized below.

Assignments	Percentages of Final Course Grade
1. Course Discussions	5
2. Draft Outline for Group Written Report	0
3. Mini Oral Report	35
4. Group Written Report	35
5. Group Oral Report or Videocast	25
TOTAL	100

Course Grading Scale

Final course grades will be determined using the following [UNC Graduate School grading scale](#). The relative weight of each course component is shown in the Graded Assignments table.

	Description
H	High Pass: Clear excellence
P	Pass: Entirely satisfactory graduate work
L	Low Pass: Inadequate graduate work
F	Fail

Course Assignment Grading Criteria

Course Discussions Grading Criteria	Fully Met	Partially Met	Not met
Comments and Questions	Student proactively contributes to class by offering ideas and/or asking questions. The student's comments and questions enhance the education environment.	Student rarely contributes to class by offering ideas and/or asking questions. The student's comments and questions don't enhance the education environment.	The student does not or very seldom contributes to class discussions.
Listening	The student actively listens when others talk. The student incorporates or builds off others' ideas.	The student listens with others talk.	The student does not listen with others talk and/or interrupts others.
Preparation	The student is almost always prepared for class and has done the readings.	The student is generally, but not always, prepared for class.	The student is seldom prepared for class.

Mini Oral Presentation Grading Criteria	Fully Met	Partially Met	Not Met
Describe and address the question posed using research information	The student clearly describes the question posed, clarifies why this is a problem, and answers the question using empirical data from multiple sources	The student doesn't fully describe the question, provide a comprehensive explanation of why it is a problem, and provides an incomplete answer to the question	The student does not describe the question or provide a reasonable explanation of why it is a problem, or address the question
Research information is integrated to answer the question	The student thoughtfully integrates and synthesizes information from multiple empirical data sources to clearly answer the question	The student uses a limited amount of empirical data, and the information is not well integrated into a cohesive response to answer the question	The student uses no or very little data to address the question.
Describes research, practice and policy implications that follow from the answer to the question (i.e., how can we move the field forward on this topic using research, practice and policy)	The student fully articulates research, practice and policy implications related to their answer to the question. The student's statements are supported by the literature	The student mentions some research, practice and policy implications related to their answer to the question, but the statements do not all clearly follow from the literature.	The student does doesn't articulate their analysis for why the policy will address the problem. The student doesn't address intended and unintended consequences of the policy. None of the student's statements are supported by the literature. There is little to no critical analysis of the literature.
Powerpoints and presentation	The presentation and powerpoints are well organized and easy to follow, and the presenter uses them well to transmit information to the audience. Also, the presenter uses the allotted time appropriately. Citations are used appropriately.	The presentation and powerpoints could be better organized and easier to follow. The presenter does not use the time appropriately (i.e., goes over time or ends much too soon). Citations are not always used appropriately.	The presentation and powerpoints are extremely difficult to follow. The presenter may also not use their time well during the presentation.

Group Written Report and Oral Report Grading Criteria	Fully Met	Partially Met	Not Met
Clear description of the task undertaken, whether it be a research paper, practice report, policy paper, etc.	The students include a clear description of the question/issue posed, clarifies why this is a problem that needs to be addressed, and answers the question posed (or task addressed) using empirical data from multiple sources.	The students do not fully describe the question/issue, or provide a comprehensive explanation of why it is a problem, and provides an incomplete answer to the question posed.	The students do not clearly describe the question posed or provide a reasonable explanation of why it is a problem, or address the question
Research information and methods are used to answer the question	The students thoughtfully integrate and synthesize empirical data to introduce the topic and to clearly answer the question using appropriate research methods.	The students use a limited amount of empirical data, and the information is not well integrated into a cohesive response to answer the question using appropriate research methods.	The students use no or very little data to address the question and do not use appropriate research methods.
Describes research, practice and policy implications that follow from the answer to the question (i.e., how can we move the field forward on this topic using research, practice and policy)	The students fully articulate research, practice and policy implications related to their topic with these statements supported by the literature.	The students mention some research, practice and policy implications related to their answer to the question, but the statements do not all clearly follow from the literature.	The students do not clearly tie research, practice and policy implications to their findings.
Writing and grammar (for the written report)	The written text contains few or no errors in spelling, grammar, punctuation or sentence structure. The paper is well organized and easy to follow. Citations are used appropriately.	The written text contains some errors in spelling, grammar, punctuation, or sentence structure, but these errors do not interfere with the readability. The paper could be better organized and easier to follow. Citations are not always used appropriately.	The written text contains numerous errors in spelling, grammar, punctuation, or sentence structure that interfere with readability. The paper is poorly organized. Citations are not used appropriately.

Powerpoints/videocast and presentation (for the oral report)	The presentation and powerpoints/videocast are well organized and easy to follow, and the presenters use them well to transmit information to the audience. Also, the presenters use the allotted time appropriately. Citations are used appropriately.	The presentation and powerpoints/videocast could be better organized and easier to follow. The presenters do not use the time appropriately (i.e., goes over time or ends much too soon). Citations are not always used appropriately.	The presentation and powerpoints/videocast are extremely difficult to follow. The presenters may also not use their time well during the presentation.
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Map of Competencies to Learning Objectives and Assessment Assignments

Below you will see the competencies you will develop in this course, the learning objectives that comprise the competency, and the assignment(s) in which you will practice demonstrating each competency.

Competencies	Learning Objectives	Assignments
<ul style="list-style-type: none"> • Substantive knowledge: Understand determinants of health, specifically related to gender-based violence, among infants, children, adolescents, women, mothers, and families, including biological, behavioral, socioeconomic, demographic, cultural, and health care systems influences across the life course. • Research: Understand rigorous research methods to address problems, related specifically to gender-based violence, relevant to the health of maternal, child, and family populations. • Practice: Understand implementation, monitoring, and/or evaluation strategies to improve maternal, child and family health programs, related specifically to gender-based violence problems, in the U.S. and globally. • Policy: Understand maternal, child, and/or family policy and impact, specifically related to gender-based violence, through critical analysis of research, monitoring, and evaluation evidence. 	Course Discussions will aid the students in understanding, and being able to discuss, various determinants/variables linked to gender-based violence, research methods that have been used to study gender-based violence, strategies/practices that have been used to monitor particular types of gender-based violence, and some policies/laws related to gender-based violence.	Course Discussions
<ul style="list-style-type: none"> • Substantive knowledge: Understand determinants of health, specifically related to gender-based violence, among infants, children, adolescents, women, mothers, and 	After preparing and delivering their Mini Oral Report, and listening to the Mini Oral Reports of others, students will	Mini Oral Report

<p>families, including biological, behavioral, socioeconomic, demographic, cultural, and health care systems influences across the life course.</p> <ul style="list-style-type: none"> • Research: Understand rigorous research methods to address problems, related specifically to gender-based violence, relevant to the health of maternal, child, and family populations. • Practice: Understand implementation, monitoring, and/or evaluation strategies to improve maternal, child and family health programs, related specifically to gender-based violence problems, in the U.S. and globally. • Policy: Understand maternal, child, and/or family policy and impact, specifically related to gender-based violence, through critical analysis of research, monitoring, and evaluation evidence. 	<p>have enhanced understanding of determinants/variables linked to gender-based violence, research methods that have been used to study gender-based violence, strategies/practices that have been used to monitor particular types of gender-based violence, and some policies/laws related to gender-based violence.</p>	
<ul style="list-style-type: none"> • Substantive knowledge: Understand determinants of health, specifically related to gender-based violence, among infants, children, adolescents, women, mothers, and families, including biological, behavioral, socioeconomic, demographic, cultural, and health care systems influences across the life course. • Research: Understand rigorous research methods to address problems, related specifically to gender-based violence, relevant to the health of maternal, child, and family populations. • Practice: Understand implementation, monitoring, and/or evaluation strategies to improve maternal, child and family health programs, related specifically to gender-based violence problems, in the U.S. and globally. • Policy: Understand maternal, child, and/or family policy and impact, specifically related to gender-based violence, through critical analysis of research, monitoring, and evaluation evidence. 	<p>After working in groups to prepare and write their Group Written Report, students will have enhanced understanding of determinants/variables linked to gender-based violence, research methods that have been used to study gender-based violence, strategies/practices that have been used to monitor particular types of gender-based violence, and some policies/laws related to gender-based violence.</p>	<p>Group Written Report</p>
<ul style="list-style-type: none"> • Substantive knowledge: Understand determinants of health, specifically related to gender-based violence, among infants, children, adolescents, women, mothers, and 	<p>After working in groups to prepare and present their Group Oral Report or Videocasts and listening to/watching the Group</p>	<p>Group Oral Report or Videocast</p>

<p>families, including biological, behavioral, socioeconomic, demographic, cultural, and health care systems influences across the life course.</p> <ul style="list-style-type: none">• Research: Understand rigorous research methods to address problems, related specifically to gender-based violence, relevant to the health of maternal, child, and family populations.• Practice: Understand implementation, monitoring, and/or evaluation strategies to improve maternal, child and family health programs, related specifically to gender-based violence problems, in the U.S. and globally.• Policy: Understand maternal, child, and/or family policy and impact, specifically related to gender-based violence, through critical analysis of research, monitoring, and evaluation evidence.	<p>Oral Reports or Videocasts of others, students will have enhanced understanding of determinants/variables linked to gender-based violence, research methods that have been used to study gender-based violence, strategies/practices that have been used to monitor particular types of gender-based violence, and some policies/laws related to gender-based violence.</p>	
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Expectations, Policies, and Resources

Accessibility at UNC Chapel Hill

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities. Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information at <https://ars.unc.edu> or email ars@unc.edu.

Attendance/ Participation

Your attendance and active participation are an integral part of your learning experience in this course. If you are unavoidably absent, please email the course instructor. Note that the following are the only reasons for University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service (<https://ars.unc.edu>) and/or the Equal Opportunity and Compliance Office (<https://eoc.unc.edu/what-we-do/accommodations/>).
3. Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students (<https://odos.unc.edu/>), Gender Violence Service Coordinators (<https://womenscenter.unc.edu/resources/gender-violence-services/>), and/or the Equal Opportunity and Compliance Office (<https://eoc.unc.edu/what-we-do/accommodations/>).

Participation in the course includes listening attentively to the presenters who are donating their time to help us learn. **Although you MAY use your computers or phones in class to look at the class PowerPoints and readings, and to take notes, during class time you are NOT allowed to use your computers or phones for other purposes (such as working on assignments, checking email, or social media).** However, you can check your email, etc., during the break in the class. **Violation of this rule will negatively impact your final course grade.**

Community Standards in Our Course and Mask Use.

This semester, while we are still in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community — your classmates and me – as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see [Carolina Together](#).

Counseling and Psychological Services at UNC Chapel Hill

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website at <https://caps.unc.edu>, call them at 919-966-3658, or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Honor Code

As a student at UNC Chapel Hill, you are bound by the university's Honor Code, (<https://catalog.unc.edu/policies-procedures/honor-code/>), through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. To ensure an effective Honor System at UNC, in this course students are expected to:

- Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
- Learn and apply the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.

If you have any questions about your rights and responsibilities, consult the [Office of Student Conduct](#) or review the following resources: [Honor System](#); [Honor System module](#); [UNC Library's plagiarism tutorial](#); [UNC Writing Center's handout on plagiarism](#).

Inclusive Excellence

We are committed to expanding diversity and inclusiveness across the School — among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty, and staff members perceive the School's environment as welcoming, valuing all individuals, and supporting their development.

For more information about how we are practicing inclusive excellence at the Gillings School, visit the following webpages: [Inclusive Excellence](#), [Inclusive Excellence Action Plan](#), [Minority Health Conference](#), and [National Health Equity Research Webcast](#).

Additional campus resources include: the [LGBTQ Center](#); [Non-Discrimination Policies at UNC Chapel Hill](#); [Ombuds](#); and [Prohibited Discrimination, Harassment, and Related Misconduct at UNC Chapel Hill](#).

In this class, we practice the Gillings School's commitment to inclusion, diversity, anti-racism and equity in the following ways.

- Develop classroom participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of *all* students.
- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.

- Treat all members of the Gillings community (students, faculty, and staff) as human persons of equal worth who deserve dignity and respect, even in moments of conflict and disagreement.
- Contribute to creating a welcoming and inclusive classroom environment, where all are able to learn and grow from one another.
- Acknowledge and respect the diversity of experiences that others bring to the classroom and the ways in which this richness enhances everyone's learning
- Strive to maintain a spirit of curiosity and generosity, particularly in the face of new and/or seemingly contradictory information and perspectives Encourage and solicit feedback from students to continually improve inclusive practices.

Land Acknowledgement

Please read The Gillings School's [Land Acknowledgement](#).

Student Feedback and Equity Concerns

The Gillings School has in place a [mechanism for students to provide feedback](#), including specifically equity concerns and bias-related issues. You can use this form to describe feedback, both positive and negative, about anything including issues related to your experience as a student at Gillings, administrative processes, and classroom activities. This form will also allow you to specifically describe incidents in which racial or other equity-related bias, or microaggressions, occurred. You may submit this form anonymously. However, for us to follow up and provide the necessary support, we encourage you to include your contact information. For further information, please visit the [Student Feedback and Equity Concerns FAQ](#). Please note that this form does not take the place of any University process or policy. If you would like to report an incident under the University's policy on [Prohibited Discrimination, Harassment, and Related Misconduct including Sexual and Gender Based Harassment, Sexual Violence, Interpersonal Violence, and Stalking](#), please visit [Safe At UNC](#) or the [Equal Opportunity and Compliance Office](#) (EOC) for additional information, including resources, contact, and reporting options.

Technical support

The best way to help prevent technical issues from causing problems for assignments is to submit them ahead of time. Your instructor cannot resolve technical issues, but it's important to notify them if you are experiencing issues. If you have problems submitting an assignment, immediately do the following:

1. Contact the UNC Information Technology Services (ITS) department with the time you attempted to do your course action and what the course action was.
2. Email your instructor with the information you sent to ITS and what time you sent the information.

The ITS department provides technical support 24-hours per day, seven days per week. If you need computer help, please contact the ITS Help Desk by phone at +1-919-962-HELP (4357), or by online help request at <http://help.unc.edu/help/olhr>, or by UNC Live Chat at <http://help.unc.edu/chat>.

Title IX at UNC Chapel Hill

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitations, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator ([Adrienne Allison](#)), [Report and Response Coordinators in the Equal Opportunity and Compliance Office](#), Counseling and Psychological Services (confidential), or the [Gender Violence Services Coordinators](#) (confidential) to discuss your specific needs. Additional resources are available at <https://safe.unc.edu>.

GENDER-BASED VIOLENCE QUIZ

-For the first 25 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 25 minutes:

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

1. A man forces sexual intercourse on a woman 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 rite 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 a 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.