Global Perspectives on Violence Against Women

Pamela Couture
Emmanuel College
Toronto School of Theology
Fall 2017

Instructor Information

Instructor: Pamela Couture, Jane and Jeffrey Martin Chair of Church and Community
Office Location: EC112
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Office Hours: by appointment (please email)

Course Identification

Course Number: EMP3606/6606HF
Course Location: Emmanuel College
Class Times: Tuesdays 11:00am – 1:00pm
Prerequisites: none

Course Description

The course will review the international effort to resist violence against women; the norms of resistance and justification within Scriptures and traditions of Christianity, Islam, Buddhism, and other spiritualities or religions; the role of culture in relationship to religious or spiritual traditions; the challenges of the discourses of social science and human rights; the efforts of organizations, including the United Nations and other non-governmental organizations to enact good and best practices. Students will research and present case studies about empowering women within specific populations experiencing violence.

Commentary: The 20th century saw numerous efforts to resist violence against women and empower women’s participation in all forms of society. In the first half of the century these efforts included women’s suffrage, the legal enfranchisement of women, and increased rights for women in situations of domestic violence. Many of these changes occurred in the context of women’s religious activism. The second half of the century saw increased international efforts, including two United Nations protocols that specifically prohibited violence against women, and efforts such as the Decade to End Violence Against Women activism by the World Council of Churches.

Violence against women remains a sensational topic in the media, especially when that violence occurs among exotic populations. Honor killings among Canadian Muslim populations, or rape as a weapon of war in African populations, draw media attention. These stories carry a double-edged effect: they necessarily publicize the violence that women experience, but they also stereotype racialized populations.

There is some evidence in the 21st century that backlash against women is increasing, and political groups are poised to reverse many of the gains women have made in health, law and religious leadership. In addition, discourses such as human rights discourse and liberal Christian discourse,
through which people vocally resisted violence against women, are highly criticized. We will pay attention to way these trends interact with other cultural and religious particularities.

**Flow of the course:** The course will cover Global Perspectives on Violence Against Women in two units. During the first unit, “International Overview,” we will read broad, comparative literature that has been produced by teams thinking about the topic from health, religious, social science, and human rights perspectives. AD students will be responsible for writing one book review and leading one class discussion on one text. The material will at times be highly evocative; all students are expected to keep a weekly journal, monitoring their internal responses. These should be attached to blackboard and I will read them as a way of monitoring the emotional content of the class. In the first five weeks, BD students are asked to post to blackboard one multiple choice question per week based on their reading and AD students are asked to post one short essay question per week based on their reading.

During the second unit, “Case Studies,” students will make presentations on various populations of women experiencing violence on a particular country. BD students will take turns leading discussions about the case studies. As in the first semester, students are expected to keep a weekly journal, monitoring their internal responses. During weeks 7-11, BD students are asked to post one multiple choice question and AD students are asked to post one short essay question based after the presentation. This multiple choice questions and essay questions will be assembled and posted to blackboard immediately after week eleven for students to complete in preparation for discussion on week twelve. This is a learning aid and will enter into the grade for class participation.

Throughout the course, students are encouraged to contribute to the class by identifying films, television, or artwork that addresses the theme of violence and resistance to violence against women.

**Bibliography:** Articles will be available electronically or on blackboard. Class texts for the first unit are assigned by the professor. Readings for the second unit will be chosen by the presenters. Each presenter(s) will assign one article on the week’s topic, to be posted by pdf or library link to blackboard for the class to read in preparation for the class. The WHO Multicountry Study is available on the WHO website on the internet. Merry, Maguire and Shaikh, and DeKesedery are on order with Crux. (Christian pastoral theological texts, should students wish to consult them, are available in the library.) Articles on specific topics by population will be researched by each student.

**Course Resources**

**Required Course Texts/Bibliography**


Domestic Violence Against Women (may be downloaded from http://www.who.int/gender/violence/who_multicountry_study/en/)
Further materials by student research

Course Schedule

Unit 1: International Overview


Journals instructions for all: This material is potentially disturbing. Identifying, monitoring, and controlling emotions is an important part of the “safe and effective use of self” required by masters degree students and using oneself in teaching that is important for doctoral students. Students will monitor their own psychological, cultural, sociological and spiritual/theological responses. Psychological includes emotional reactions to the class, cultural includes emotional reactions to the cultural issues present in the class, sociological means emotional responses to the institutions discussion in class, spiritual/theological means emotional reactions to the theological or spiritual issues raised in the class.

Sept. 19: Faculty panel on world religions and culture

Sept. 26: World Religions: Daniel Maguire and Sa’diyya Shaikh, Violence Against Women in Contemporary World Religions: Roots and Cures, Pilgrim Press, Cleveland, Ohio, 2007 (AD Students lead)

AD Student leadership on texts: AD students should read the text and prepare a book review to hand in. Review is no more than 750 words and includes a statement of the thesis and development of the text, a paragraph of appreciative statements, a paragraph of questions raised by the text and a conclusion indicating what audience might be interested in reading the text. In preparation for the class, students should hand in preparation that shows preparation (written or powerpoint) including goals for the class, content from the book student wants to convey, an in-class exercise that allows students to process or integrate content, and an opportunity for students to discuss questions they bring to the text.


Oct. 3: Social Science: Walter DeKesedery, Violence Against Women: Myths, Facts, Controversies (AD Students take the lead: see Sept. 26 instructions)

Oct. 10: Human Rights and Law: Sally Engle Merry, Human Rights and Gender Violence: Translating International Law into Local Justice (AD Students take the lead: see Sept. 26 instructions)

Oct. 17: Good and Best Practices (BD students lead the discussion)
Assignment for all: Read the two documents listed below, one from the United Nations about general violence and one from Australia about domestic violence. What do they have in common and how do they differ?

Then, enter “best practices with women who have experienced domestic violence” into your google search engine, and choose one additional articles that is about a specific population of women (such as women with disabilities, women with criminal histories) or directed to a particular population of service providers (lawyers, nurses, social workers, physicians). Again, what do they have in common and how do they differ? Come to class prepared with your answers.

Reading Week

Unit 2: Empowering Survivors: Case Studies (student teams of both BD and AD students, presented as a team in class and written individually)

For each case study, the student teams will present 1) a description of the particular kind of gendered violence against women, 2) the dynamics in one particular country, attending to the perspectives laid out in the first section of the course, 3) how Scripture or religious tradition may empower women who survive this particular form of violence 4) what country laws and policies may be helpful to women surviving this kind of violence; 5) what religious and/or secular organizations are helpful in responding to this form of violence, 6) proposals for responses to individual women and collective, cultural change.

Oct 31: Empowering Indigenous Women Who Survive Violence
Reading: 1 article chosen by presenting students, TBA

Nov 7: Empowering Women Who Experience Violence in War
Reading: 1 article chosen by presenting students, TBA

Nov 14: Empowering Women Who Survive Violence in Honor/Shame Societies
Reading: 1 article chosen by presenting students, TBA

Nov 21: Empowering Women Against Violence in Rural Canada
Reading: 1 article chosen by presenting students, TBA

Nov. 28: Empowering Immigrant Women
Reading: 1 article chosen by presenting students, TBA

Dec. 5: Summary and review based on “quiz”

Course Website(s)

- Blackboard https://weblogin.utoronto.ca/

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at http://portal.utoronto.ca and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the My Courses module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at http://www.portalinfo.utoronto.ca/content/information-students. Students who have trouble accessing Blackboard should ask [xxx] for further help.]
Course Learning Objectives/Outcomes

College

Basic Degree Learning Outcomes

Religious Faith and Heritage
• Interpret scripture and religious texts using a variety of methods, sources and norms. (Sept 19, 26)
• Identify and respect the diversity of theological viewpoints and practices within their religious tradition. (Sept 19, 26)

Culture and Context
• Demonstrate critical understanding for one’s area of specialization of the relationship between faith practices and cultural contexts. (Sept 19, 26+ case studies)
• Give evidence of critical self-awareness, with regard to their own – and others’ – faith perspectives and practices of care and service. (journaling throughout course)

Spiritual/Vocational Formation
• Attend to the spiritual development and well-being of self and others. (journaling throughout course)

Practices of Area of Specialization
• Demonstrate initiative, responsibility and accountability in personal relationships and group contexts. (Group case studies, second six sessions)
• Demonstrate knowledge of theories and practices relevant to leadership in their own area of specialization. (Text and theory reading, first six sessions)
• Demonstrate skills for responsible and accountable specialized leadership in congregational and community contexts. (Presentations, as assigned throughout course)

TST BD Level Outcomes
Students successfully completing this course will be able to demonstrate the following learning outcomes. (Not all categories will be required for all courses.)

(A) IN RESPECT OF GENERAL ACADEMIC SKILLS (Critical reading of texts in the first six sessions, researching case studies the second six sessions, class presentations)

(B) IN RESPECT OF THE UNDERSTANDING OF THE CONTENT OF ONE OR MORE THEOLOGICAL DISCIPLINES (Sept 26 and Oct 3, plus case studies)

(C) IN RESPECT OF PERSONAL AND SPIRITUAL FORMATION (journaling)

(D) IN RESPECT OF MINISTERIAL AND PUBLIC LEADERSHIP (journaling and class presentations)
<table>
<thead>
<tr>
<th>CRPO Competencies (MPS)</th>
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<tbody>
<tr>
<td><strong>1.1b</strong></td>
<td>Integrate knowledge of contextual and systemic factors that facilitate or impair human functioning</td>
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<td></td>
<td>1.1g Integrate knowledge of the impact of trauma on psychological functioning.</td>
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<tr>
<td></td>
<td>1.14a Integrate knowledge of the impact of the therapist's self on the therapeutic process.</td>
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<tr>
<td></td>
<td>1.14b Recognize how the therapist's values and attitudes, both in and out of awareness, may impact diverse clients.</td>
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<td>1.14c Recognize the cognitive, emotional and behavioural patterns of the therapist that may influence therapeutic relationship.</td>
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<td>1.14d Recognize instances where the therapist's life experiences may enhance or compromise therapeutic effectiveness.</td>
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<td>1.15a Integrate knowledge of human diversity.</td>
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<td>1.14b Recognize how oppression, power and social injustice may affect the client and also the therapeutic process.</td>
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<td>1.14c Adapt the therapist's approach when working with culturally diverse clients.</td>
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<td>1.14d Recognize barriers that may affect access to therapeutic services.</td>
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<td>1.14e Identify culturally-relevant resources.</td>
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<tr>
<td>2.1a</td>
<td>Use clear and concise written communication</td>
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<tr>
<td>2.1b</td>
<td>Use clear and concise presentations</td>
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<tr>
<td>2.1c</td>
<td>Use clear and concise electronic presentations</td>
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<tr>
<td>2.1d</td>
<td>Communicate in a manner appropriate to the recipient.</td>
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<tr>
<td>2.1e</td>
<td>Use effective listening skills.</td>
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<tr>
<td>2.1f</td>
<td>Differentiate fact from opinion.</td>
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<tr>
<td>2.1g</td>
<td>Recognize and respond appropriately to non-verbal communication.</td>
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<tr>
<td>2.2a</td>
<td>Show respect to others</td>
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<tr>
<td>2.2b</td>
<td>Maintain appropriate professional boundaries</td>
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<tr>
<td>2.2c</td>
<td>Recognize and address conflict in a constructive manner</td>
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<tr>
<td>2.2d</td>
<td>Demonstrate personal and professional integrity.</td>
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<tr>
<td>2.3a</td>
<td>Create and sustain working relationships with other professionals encountered in practice.</td>
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<tr>
<td>2.3b</td>
<td>Create and sustain working relationships with colleagues of diverse socio-cultural identities.</td>
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<tr>
<td>2.3c</td>
<td>Initiate interprofessional collaborative practice.</td>
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<tr>
<td>3.5c</td>
<td>Protect client privacy and confidentiality, making disclosure only where permitted or required.</td>
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<td>3.5d</td>
<td>Initiate a legal consultation when necessary.</td>
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<tr>
<td>3.6a</td>
<td>Recognize when to provide education and training to clients and others</td>
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<tr>
<td>3.8a</td>
<td>Identify when advocacy or third-party support may be</td>
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of value to the client, and advise client accordingly.

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<tr>
<th>3.8b</th>
<th>Support client to overcome barriers.</th>
<th>In discussion of case studies</th>
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<tr>
<td>3.9a</td>
<td>Prepare clear, concise, accurate and timely reports for third parties, appropriate to the needs of the recipient.</td>
<td>In discussion of case studies</td>
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<tr>
<td>3.9b</td>
<td>Recognize ethical and legal implications when preparing third-party reports.</td>
<td>In discussion of case studies</td>
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Graduate (AD) Level Outcomes

<table>
<thead>
<tr>
<th>GRADUATE “DEGREE LEVEL EXPECTATIONS”</th>
<th>CORRESPONDING COURSE GOALS AND OUTCOMES</th>
<th>CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS</th>
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**EXPECTATIONS:**

In this course students are expected demonstrate the following:

1. **Depth and Breadth of Knowledge** is defined in as a set of increasing levels of understanding within a student’s area of specialization, methodologies, primary & secondary sources, historical developments and interdisciplinarity.

   *(e.g. Students in this course will learn, study, discuss, etc. [a,b,c] .... so that they can demonstrate, illustrate, assess, compare, etc.. [x,y,z]).)*

   *(e.g. lectures, readings, seminars, papers, shorter papers, essays).)*

2. **Research and Scholarship**

   Research and Scholarship is defined as the ability to identify a new or unresolved question, to locate that question within a corpus of scholarly research & assess critically the relevant literature, to adopt a methodology(ies), and to then formulate a thesis and reasoned argument(s) on the basis is the evidence.

3. **Level of Application of**

   A. Students will be able to

   A. Students will research, write
### GRADUATE “DEGREE LEVEL EXPECTATIONS”

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Corresponding Course Goals and Outcomes</th>
<th>Corresponding Course Elements / Assignments</th>
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<tbody>
<tr>
<td>Knowledge is defined as the ability A. to engage in self-directed or assisted research, and ability to produce innovative or original analysis within the context of graduate seminars and courses. In some cases this includes the application of a research language.</td>
<td>identify and analyze the contingencies surrounding different populations of women who experience violence.</td>
<td>and present case studies based on different populations of women in different countries who experience violence.</td>
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### 4. Professional Capacity or Autonomy

- is defined as the ability to translate the knowledge gained in other research or professional settings, for e.g., to undertake further studies in their area of concentration; or to enter or return to other professional vocations for which an advanced understanding of Theological Studies is necessary or beneficial.

### 5. Level of Communications Skills

- is defined in as clear and effective communication in both oral and written forms; the construction of logical arguments; the making of informed judgments on complex issues; and facility with standard conventions of style for scholarly writing. D. Cohort formation is a component of all graduate programs.

| A. Students will critically analyze texts regarding violence against women. | A. AD students will lead write book reviews on assigned texts. |
| B. Students will lead others to appropriate those texts. | B. Students will lead discussions on assigned texts. |
| C. Students will identify and control their emotions that are aroused by materials that depict violence against women, so as to be able to write and speak passionately but with focus. | C. Students will write weekly self-monitoring journals that explore the emotions aroused by the materials. |
| D. Students will experience and articulate conflict and collaboration (rather than isolated study) that undergirds resilience when studying emotionally complex topics. | D. Students will reflect on the experience of group presentation of case studies. |

### 6. Awareness of the Limits of

- A. Students will identify “good
<table>
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<tr>
<th>GRADUATE “DEGREE LEVEL EXPECTATIONS”</th>
<th>CORRESPONDING COURSE GOALS AND OUTCOMES</th>
<th>CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge is defined as the recognition that Theological Studies is a complex discipline, comprising: a broad array of subjects areas; methods and sources; A. various ecclesiastical traditions and social contexts; and, insights from other disciplines.</td>
<td>and best practices” with women experiencing violence; that these practices some general guidelines but also may vary according to different populations of women.</td>
<td>discuss a comparative assignment in session 6 that helps them articulate and internalize the general principles and particularities of intervention, and where there are limits to what is appropriate with different populations.</td>
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**Evaluation**

**Requirements**

**Basic Degree**

1) General class participation: At the end of the course students will submit evaluation of their own work based on: class preparation such as reading of assigned texts, participation in group presentations outside of class, general contributions in class, contribution to quizzes, contribution to discussion, and other contributions to class, such as recommendations of films, television, or artwork. 20%

2) Contributing to Good and Best Practices discussion, in writing and providing leadership in class. See instructions Oct. 17. Group presentation and written grades will be averaged. 20%.

3) Group Presentation of Case Studies. Students will work in teams to research, present and write the case study, as per instructions at the beginning of Unit #2. Group presentation and written grades will be averaged. 30%

4) Journals: Students will keep a weekly journal in which they monitor their own internal responses to the material in four categories: psychological, cultural, societal, and spiritual/theological. These will be handed in weekly. 30%

**Advanced Degree**

1) General class participation. At the end of the course students will submit an evaluation of their own work based on: class preparation such as reading of assigned texts, participation in group presentations outside of class (good and best practices class and case study), general contributions in class, contribution to quizzes, contribution to discussion, and other contributions to class, such as recommendations of films, television, or art work. 20%.

2) Texts and experience leading class: Students will present an introduction of one of the texts of the course and lead the class discussion: See instructions on Sept. 26. Grade includes book review, class preparation notes, and class leadership. 40%.
3) Group Presentation of Case Studies. Students will work in teams to research, present and write the case study, as per instructions at the beginning of Unit #2. Presentation and written grades will be averaged. 30%.

4) Journals: Students will keep a weekly journal in which they monitor their own internal responses to the material in four categories: psychological, cultural, societal, and spiritual/theological. Psychological includes personal reactions to the class, cultural includes personal reactions to the cultural issues present in the class, sociological means personal responses to the institutions discussion in class, spiritual/theological means personal reactions to the theological or spiritual issues raised in the class. 10%

**Grading System**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
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<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
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<td>Failure</td>
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Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

**Late work (BD).** Basic Degree students are expected to hand in assignments by the date given in the course outline. [The instructor should stipulate the penalty for late work.] This penalty is not applied to students with medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor. The absolute deadline for the course is the examination day scheduled for the course. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = “standing deferred”) beyond the term. An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

**Course grades.** Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy ([http://www.governingcouncil.utoronto.ca/policies/grading.htm](http://www.governingcouncil.utoronto.ca/policies/grading.htm)) or college grading policy.

**Policies**

**Accessibility.** Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students must register at the University of Toronto’s Accessibility Services offices; information is available at [http://www.accessibility.utoronto.ca/](http://www.accessibility.utoronto.ca/). The sooner a student seeks accommodation, the quicker we can assist.
Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST Basic Degree Handbook and the Graduate program Handbooks (linked from http://www.tst.edu/academic/resources-forms/handbooks and the University of Toronto Code of Behaviour on Academic Matters http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871. A student who plagiarizes in this course will be assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm.

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters http://www.governingcouncil.utoronto.ca/policies/behaveac.htm.

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is required in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. Forwarding your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. All email communications from students should be sent from a utoronto email address. Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses.

Bibliography


Panther, Natalie. Violence against Women and Femicide in Mexico: The Case of Ciudad Juárez. [Saarbrucken, Germany]: VDM Verlag Dr. Muller, 2008.


Torres, Sara, Canadian Research Institute for the Advancement of Women, and Riverdale Immigrant Women's Centre (Toronto Ont.). *A Tribute to Grassroots Organizing for Women's Health: Cases from around the World*. Ottawa: Canadian Research Institute for the Advancement of Women, 2004.


