



**WOH 4206: GLOBAL HISTORY OF DOMESTIC VIOLENCE**

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**Course Description.** Exploring evidence from late Roman antiquity until the present, this course provides a long-term historical perspective on “violence against intimate partners”, an important aspect of “domestic violence”. The readings are user-friendly and illustrate the involvement of not only Indians, peasants, and workers, but also nobles, merchants, and high state officials. Similarly, reading materials look at the involvement and responses over time by people from all genders, individuals, social movements, NGOs, governments, and international entities. They explore life stories and also show comparatively the forms of violence’s ethnic, gender, socioeconomic, and cultural dimensions, providing examples from a wide range of societies, including Europe, Africa, the United States, Latin America and the Caribbean. Once it provides an understanding of the historical origin of intimate partnerships, even marriage, and the dynamics of family relations in various geo-cultural milieus, the course addresses the historical transition in the cultural/conceptual designation and legal treatment of violence in the familial sphere. It looks in particular, at the way in which related conducts went from being generically addressed as “domestic violence” to being recast as “violence against intimate partners”. The course also examines original responses to such violence in the form of ecclesiastical or civil mediation and legislation and, later, criminal legislation. Finally, it looks at the most recent development of an international law response, in which public health and human rights considerations became dominant. The readings illustrate that, throughout history, violence against intimate partners was originally viewed as either an entirely private/intimate situation or a police and judicial issue. Later, it came to be addressed as a complex public situation surrounded by a wide array of interdisciplinary factors of

sociological, psychological, and medical nature. Students taking the class will learn a great deal about the history of the family, social, and legal history.

**Course Objectives.** Upon successfully completing the course, students will be able to:

- Identify primary and secondary sources used for historical research on the history of marriage, the family, domestic violence, and related legislation.
- Explain the meaning of concepts (gender; family; family function; family types; family size; kinship system; marriage; exogamy; endogamy; divorce; patriarchy; domestic violence; violence against intimate partners; civil law; criminal law; international law; common law; battering; spousal murder; private law; public law; human rights; public health) central in the historical and contemporary experience of family relations and conflicts.
- Understand the long term evolution of family conflicts and the various legal responses to them throughout time
- Gain a better understanding of comparisons and contrasts in key family-related aspects of the social and legal histories of Europe, Africa, and the Americas.
- Understand better the long term historical background of contemporary domestic disputes and the various legal responses to them throughout time.
- Write more systematic, better organized, and analytical historical essays based on primary and secondary information.

**Global Learning Course Objectives** This is a discipline-specific Global Learning course that counts toward your Global Learning graduation requirement. Upon successfully completing this course, students will be able to:

- Demonstrate knowledge of the interrelatedness of local, global, international, and intercultural approaches towards, laws about, and medical attitudes concerning domestic violence. (Global Awareness)
- Conduct a multi-perspective analysis of local, global, international, and intercultural problems related to domestic violence. (Global Perspective)
- Demonstrate willingness to engage in local, global, international, and intercultural problem solving with regard to the issue of domestic violence. (Global Engagement)

**Teaching methodology.** The instructor's power-point lecture notes will provide context information to make primary and secondary readings more understandable and even occasionally expand on some of the topics that the readings cover in a rather cursory way. Such lectures will require students increasing familiarity with the two types of sources of historical information mentioned above: primary and secondary. They shall also assist students in answering quizzes and in their efforts to outline and develop analytical written assignments.

The most significant learning experience in this class, however, derives not from lecture notes but from a student's close reading of the main sources of information assigned as required and recommended readings, whether primary (i.e., *Religion and Domestic Violence in Early New England*; [1948] *Universal Declaration of Human Rights*; [1979] *Convention on the Elimination of all forms of Discrimination Against Women*; [1993] *Declaration on the Elimination of Violence Against Women*; [1994] *Inter-American Convention to Prevent, Punish, and Eradicate Violence Against Women* ) or secondary (i.e., Sarah Pomeroy, *The Murder of Regilla*; Mindie Lazarus-Black, *Everyday Harm*) materials. The reflection about,

outline and writing of analytical essays and the final exam represent an additional learning experience and tools. The preparation for and answers to quizzes are not meant as a major learning tool since memory tends to fade away rather quickly. However, they do represent a useful device for the instructor to measure whether or not students are generally keeping up with the reading materials, which shall have an impact on final grades.

For further information or if you have any questions, please feel free to contact the professor directly.

**Policies.** Please review the [policies page](#) as it contains essential information regarding guidelines relevant to all courses at FIU and additional information on the standards for acceptable netiquette important for online courses.

### Course Prerequisites and meetings

There aren't any prerequisites to take this course. This online section does not require an on-campus meeting and/or exam.

**NOTE:** The professor will post **several supplementary readings** in the course to cover various topics addressed just lightly in the textbooks. They will be listed in this syllabus under their respective name and with the words **Canvas**.

### Expectations of this Course

This is an online course, meaning that most of the course work will be conducted through the internet (online). Expectations for performance in an online course are the same as for a traditional course; in fact, online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students. Be aware that if you do not follow some basic rules you will promptly fall behind, get discouraged, and possibly decide to drop the course wasting money and time in the process and causing delay to your graduation.

Students are expected to

- **Review the How to Get Started information** located in the course content.
- **Introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion forum.
- Take the **practice quiz** to ensure that your computer is compatible with Blackboard.
- Complete the **introductory survey**
- **Interact** online with instructor/s and peers and keep up with all assignments.
- **Review** regularly and follow the course calendar.

### Course Details

### *Course Communication*

Communication in this course will take place **via messages**.

The message feature is a private, internal Blackboard only communication system. Users must log on to the blackboard system to send/receive/read messages. There are no notifications in Blackboard to inform users when a new message has been received; therefore, it is recommended that students check their messages routinely to ensure up-to-date communication.

### *Discussion Forums*

Keep in mind that forum discussions are public, and care should be taken when determining what to post.

Students are expected to contribute to the Discussion Forum regularly. Students will **post their informed comments and questions** regarding the course material **times during the semester** as well as responses to discussion topics posted by the instructor approximately on a weekly basis. The Discussion Forum will be used for class discussions and other postings of general interest that are directly related to the course. Everyone can read Discussion Forum postings; therefore, do not post private information.

#### *"General Forum":*

This forum is used for general conversations/questions. It can be used to bring up any questions students might have in regards to technical matters, homework, writing, etc. If you have a question, chances are that one of your classmates is wondering the same thing. By posting on the open forum we'll all save ourselves a lot of time. You can use the open discussion board to post questions to other students as well. (Example: Does anyone know how to add page numbers in MS WORD?)

- Students are expected to post/respond to a forum 4 out of 5 possible times during the semester. If you wish, you can post all 5 times and shall receive the best 4 grades.
- The approximate length of a response should be 150 words (about 9 lines)
- Available dates (Monday - Friday of the assigned week.)
- **At the end of the semester, the instructor will review the level of participation of each student in the course's e-archives and assign a participation grade accordingly.**

### *Quizzes*

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum hardware requirements.

- There will be a total **5 quizzes** throughout the semester. The "**Quiz 1 (Survey)**" **will not be graded**. It is to give me an idea on your current knowledge on the history and significance of some of the concepts/periods/issues covered in the class.
- Initially, available dates (Thursday 12 am -Friday 11:59pm) on the week they are assigned. Later on, opened permanently.
- Quiz duration (30 minutes)
- Students will be able to see their score immediately after completing the assessment.
- The Quizzes will remain open until the end of the semester. This means that you can re-take them as many times as necessary in hopes of receiving a passing grade. Just note there will be a large bank of questions out of which a few would be selected every time. They shall change randomly with every version of the quiz.

### Assignments

You will have **3 possible paper assignments** of which you must only complete two (2) essays of your choice throughout the semester. You are welcome to submit more than two papers and for the calculation of your final grade for the class, I will receive the best two grades that you get. There will be two weeks to complete each written assignment. The 2 papers will be written in response to questions provided by the instructor at least two weeks before the respective paper is due. To help you avoid plagiarism, we will use Turnitin.com in this course. Both Essays will be submitted using the "Assignment dropbox" located in the Course Menu. Each assignment's drop box link will take you directly to Turnitin.com site where you will upload your assignment. No login is necessary. This website checks your essay for plagiarized passages against billions of pages on the internet. It also checks your paper against every paper ever submitted into Turnitin.com, journal articles and newspapers and magazines. It then generates a report for me showing every instance of copied text. Any paper showing plagiarized text will earn a ZERO grade, and you will not be allowed to rewrite it. Only if you have problems with the electronic submission you should send me a copy of your paper as an e-mail attachment the day the paper is due.

### Paper format is as follows:

- Length of each of the two paper should be 4 pages
  - Double-spaced
  - 1-inch margins
  - Times Roman or Arial font in size 12
- Word format

Assignments are due by 11:55pm on the date they are due. **No assignment will be accepted late unless you have a documented reason.** *If you have a problem, you need to discuss it with me prior to the due date.*

I will make every effort to evaluate and return your paper as soon as possible, typically 7-14 days is required to complete all grading.

## FINAL EXAM

You will have a cumulative FINAL EXAM composed of *Short essays on all the readings and course content assigned throughout the semester*. The FINAL EXAM will be submitted using the "Assessments" link located in the Course Menu. The FINAL EXAM link will take you directly to Turnitin.com site where you will submit your exam. No login is necessary.

### Grading

Course Requirements	Weight
Quizzes	12%
Discussion / Participation (forum postings)	13%
Essay 1	20%
Essay 2	20%
Final Exam	35%
Total	100%

Letter Grade	Range	Letter Grade	Range	Letter Grade	Range
A	Above 93	B-	81-83	D+	77 - 70
A-	91 - 92	C+	77 - 80	D	74 - 66
B+	87 - 90	C	74 - 76	D-	61 - 73
B	84 - 86	C-	71 - 73	F	61

### Course Calendar

#### Weekly Schedule

Week 1: MODULE – 1 THE COURSE OVERVIEW - PERIODS - CONCEPTS- LAWS

(January 9 – January 15)

Quiz 1: Introductory survey (test – no grade)

#### Objective

- Provide basic concepts/vocabulary to understand reading materials
- Have a general overview of all of the periods to be covered in class to give context for the various readings and make sense of changes throughout time
- Provide basic information on legal systems/fields to understand various types of legal responses to domestic violence throughout time

### Course Content/Readings

Module 1 INTRODUCTION – OVERVIEW : Lesson 1: Class assignments, readings, periods

Lesson 2: Concepts - Laws

**Textbook readings**

[http://lacc.fiu.edu/hemisphere/hemisphere\\_magazine\\_2013.pdf](http://lacc.fiu.edu/hemisphere/hemisphere_magazine_2013.pdf) → read pages 4, and 29-31

**Start reading**, Pomeroy, *The Murder of Regilla*

**View on Line**

<https://www.youtube.com/watch?v=AaKpZVQ4l8M> (*Domestic abuse: Myths and Truths*) 6 mins.

<https://www.youtube.com/watch?v=2WnZCLqL8TA> (*The Power and control Wheel*, view just the first **two minutes**, continue only if you wish) 2 mins.

**Discussion Forum**

Introduce yourself to the class

**Assessment**

- Complete the online **Learning "Practice Quiz"**
- **Complete Quiz 1 introductory survey** to test your knowledge on the history and significance of some of the concepts/periods/issues covered in the class. This is **not graded** but is still **mandatory**

**Week 2: MODULE 2 -- ANTIQUITY**

(January 16 – January 20)

**Objective**

- Provide background information on Greek-Roman antiquity
- Offer a general overview of periods of Roman history
- Notice some major developments in Roman law

**Course Content/Readings**

Module 2 ANTIQUITY: Lesson 3 The Ancient World  
Lesson 4 Political and Legal Background

**Textbook readings**

**Continue reading**, Pomeroy, *The Murder of Regilla*

**View on Line**

[https://www.youtube.com/watch?v=w9b\\_2wQObpQ](https://www.youtube.com/watch?v=w9b_2wQObpQ) (*Roman law*) 9 mins.

[https://www.youtube.com/watch?v=2yfQNqRwy\\_4&t=9s](https://www.youtube.com/watch?v=2yfQNqRwy_4&t=9s) (*Rome's Law of the Twelve Tables*) 9 mins.

**Discussion Forum**

No posting required. Extra-credit for any substantial comment on readings and audiovisuals.

### Assessment

- Prepare for Quiz 2.

### Week 3: MODULE 2 -- ANTIQUITY

(January 23 – January 27)

Quiz 2 - Discussion Post 1

#### Objective:

- Give basic information on the nature of family relations in ancient Rome
- Highlight the significance of heads of households (*paterfamilias*)
- Learn about gender relations and the condition of women in ancient times

#### Course Content/Readings

Module 2 ANTIQUITY: Lesson 5 Roman Society and Culture  
Lesson 6 The Roman Family

#### Textbook readings

Finish reading, Pomeroy, *The Murder of Regilla*

#### View on Line

<https://www.youtube.com/watch?v=5Cp1piJQev8> (The Roman family) 8 minutes

<https://www.youtube.com/watch?v=bb0U5S-fA> (Roman family) 14 mins.

#### Discussion Forum

(Posting # 1) Based upon class materials, especially your readings, did women in ancient Rome have any rights? Support your answer.

#### Assessment

- Complete Quiz 2

### Week 4: MODULE 3 -- MIDDLE AGES

(January 30 – February 3)

FIRST PAPER Feb 3 (*Murder Regilla*)

#### Objective

- Explain the periodization of the Middle Ages
- Provide economic, social, and political background information on the Middle Ages
- Provide examples of family-related legal institutions in Medieval Europe

### Course Content/Readings

Module 3 MIDDLE AGES: Lesson 7 The Middle Ages: Economy and Politics  
Lesson 8 Legal Background

### Textbook readings

Frances and Joseph Gies, *Marriage and the Family in the Middle Ages* (Harper and Row Publishers, 1987), Chapter 3, "The European Family: 500-700," 45-67.

Eve Salisbury, Georgiana Donavin and Merrall Llewelin Price eds., *Domestic Violence in Medieval Texts* (University Press, of Florida, 2002), Introduction, p. 1-27

### View on Line

[https://www.youtube.com/watch?v=Yh\\_CZSLMxGo](https://www.youtube.com/watch?v=Yh_CZSLMxGo) (Med. Society: Estates of the Realm) 7 mins.

### Discussion Forum

No posting required. **Extra-credit** for any substantial comment on readings and audiovisuals.

### Assignment

**FIRST PAPER** (*Murder of Regilla*) Feb 3

**Week 5: MODULE 3 -- MIDDLE AGES**

**(February 6 – February 10)**

### Objective:

- Learn about the nature of family relations in medieval Europe
- Learn about gender relations and the condition of women in medieval times
- Address the presence of domestic violence in medieval times

### Course Content/Readings

Module 3 MIDDLE AGES: Lesson 9 Medieval Society and Culture  
Lesson 10 The Medieval Family

### Textbook readings

Michael S. S. Lehman, "Theory and Practice: Marriage of the Unfree and the Poor in Medieval Society," in James K. Large ed., *Marriage, Family and Law in Medieval Europe: Collected Studies* (University of Toronto Press, 1996), p. 211-246.

Eve Salisbury, Georgiana Donavin and Merrall Llewelin Price eds., *Domestic Violence in Medieval Texts* (University Press, of Florida, 2002), Chapter 1, "Interpreting Silence: Domestic Violence in the King's Courts of East Anglia, 1422-1441," p. 1-27

**Start reading**, *Religion and Domestic Violence in Early New England*

**View on Line**

<https://www.youtube.com/watch?v=-N6wN6xWA7M> (Sex and Marriage in Medieval Spain), 26 mins.

Or

<https://www.youtube.com/watch?v=jl-zrOj-g-o> (Medieval Life, Death and Marriage), 38 mins.

### Discussion Forum

No posting required. Extra-credit for any substantial comment on readings and audiovisuals.

### Assessment

- Prepare for Quiz 3.

**Week 6: MODULE 4 -- COLONIAL AMERICAS**

(February 13- February 17)

Quiz 3 – Discussion Post 2

### Objective:

TBA

### Course Content/Readings

MODULE 4 COLONIAL AMERICAS Lesson 11: Colonial Spanish America

Lesson 12: Colonial North America

### Textbook readings

Uribe-Uran, "Innocent Infants? Indians and Domestic Violence in Colonial Mexico", in Uribe-Uran, *Fatal Love: Spousal Killers, Law, and Punishment in the Late Colonial Spanish Atlantic* (Stanford University Press, 2016), Chapter 2, pp. 53-84

G.S. Rowe and Jack D. Maritato, "Personal Violence in a 'Peaceable Kingdom'. Pennsylvania, 1682-1801," in Christine Stenien and Michael V. Kennedy, *Over the Threshold. Personal Violence in Early America* (Routledge, 2011), p. 22-43.

**Continue reading**, *Religion and Domestic Violence in Early New England*

**View on Line**

<https://www.youtube.com/watch?v=GI17JZTSZXU> (Making the Thirteen Colonies New England States) 29 mins.

<http://nationalhumanitiescenter.org/pds/becomingamer/growth/text7/indianlands.pdf> (read if interested in primary document on land acquisition issues)

### Discussion Forum

(Posting # 2) Which possible tensions in Medieval Society may have contributed to violence within the family? Cite your readings and focus on a particular social group (nobles, peasants, artisans, etc).

### Assessment

- Complete Quiz 3

Week 7: MODULE 4 -- COLONIAL AMERICAS

(February 20- February 24)

SECOND PAPER Feb 24  
*Religion and Domestic Violence*

### Objective:

TBA

### Course Content/Readings

TBA

MODULE 4 COLONIAL AMERICAS Lesson 15 Religion and the Law in Colonial Spanish America  
Lesson 16 Religion and the Law in Colonial North America

### Textbook readings

Uribe-Uran, "God's Forgiveness. Murders by Intoxication," in Uribe-Uran, *Fatal Love: Spousal Killers, Law, and Punishment in the Late Colonial Spanish Atlantic* (Stanford University Press, 2016), Chapter 5, p. 151-175

Finish reading: *Religion and Domestic Violence in Early New England*

### View on Line

<https://www.youtube.com/watch?v=qc7vE7QYl0Y> (Colonial Life: 1700-1750) 24 mins.

### Discussion Forum

No posting required. Extra-credit for any substantial comment on readings and audiovisuals.

### Assignment

SECOND PAPER (*Religion and Domestic Violence*) Feb 24

Week 8: MODULE 5 -- 19<sup>TH</sup> CENTURY EUROPE

(February 27 – March 3)

**Objective:**

TBA

**Course Content/Readings**

MODULE 5: 19<sup>th</sup> CENTURY EUROPE Lesson 15: Economy, Society, and Politics in 19<sup>th</sup> Century Europe

Lesson 16: Family and Society in 19<sup>th</sup> Century Europe

**Textbook readings**

James A. Hammerton, "Cruelty and Divorce," in Hammerton, *Cruelty and Complicity: Conflict in Nineteenth-Century Married Life* (Routledge, 1991), Chapter 4, p. 102-131.

**Start reading:** Lazarus-Black, *Everyday Harm*

**View on Line**

TBA

**Discussion Forum**

**No posting required.** Extra-credit for any substantial comment on readings and audiovisuals.

**Assessment**

- Prepare for Quiz 4.

Week 9: MODULE 6 -- 19<sup>TH</sup> CENTURY AMERICAS

(March 6 – March 10)

Quiz 4 – Post 3

**Objective:**

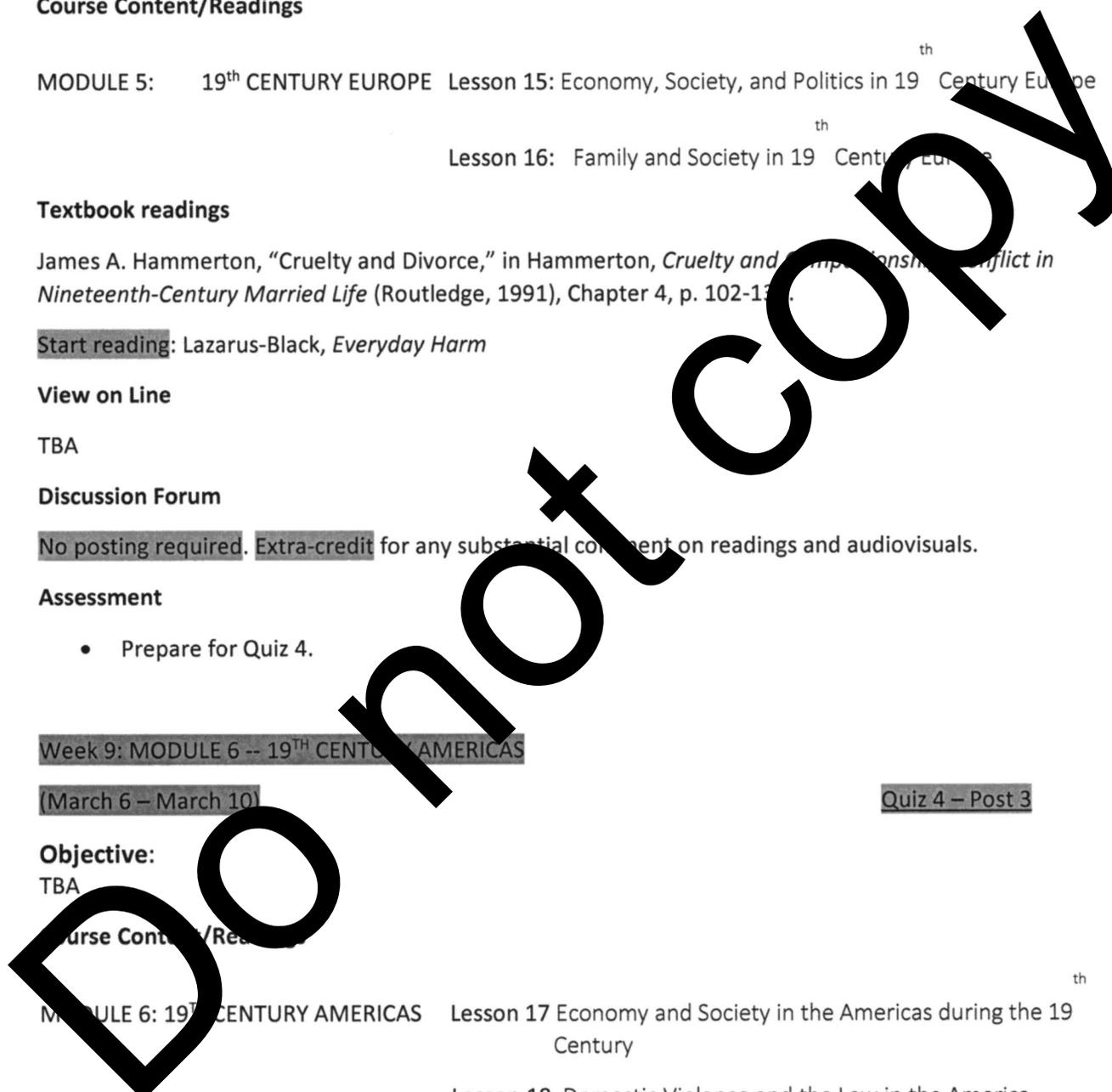
TBA

**Course Content/Readings**

MODULE 6: 19<sup>TH</sup> CENTURY AMERICAS Lesson 17 Economy and Society in the Americas during the 19<sup>th</sup> Century

Lesson 18 Domestic Violence and the Law in the America during the 19<sup>th</sup> Century

**Textbook readings**



Elizabeth Pleck, "The Drunkard's Wife," in Pleck, *Domestic Tyranny. The Making of Social Policy Against Family Violence. From Colonial Times to the Present* (Oxford University Press, 1987), Chapter 3, p. 49-66

Ibid., Chapter 5, "The Pure Woman and the Brutish Man," p. 88-107.

Continue reading: Lazarus-Black, *Everyday Harm*

View on Line

<https://www.youtube.com/watch?v=t5D35moLm5k>

### Discussion Forum

(Posting # 3) TBA? Cite your readings and focus on a particular social group.

### Assessment

- Complete Quiz 4

SPRING BREAK MARCH 13 – MARCH 18

Week 10: MODULE 7 -- 20<sup>TH</sup> CENTURY EUROPE:

March 20 – March 24

### Objective:

TBA

### Course Content/Readings

MODULE 7: 20<sup>TH</sup> CENTURY EUROPE: Lesson 19: Big Changes in 20th Century Europe

Lesson 20 : Gender, Family and Domestic Violence in 20th Century Europe

Textbook readings

Continue reading: Lazarus-Black, *Everyday Harm*

View on Line

TBA

Discussion Forum

No posting required. Extra-credit for any substantial comment on readings and audiovisuals.

**Assessment**

Week 11: MODULE 8 -- 20<sup>TH</sup> CENTURY AMERICAS:

(March 27 – March 31)

THIRD PAPER March 31  
(Lazarus-Black *Everyday Harm*)

**Objective:**

TBA

**Course Content/Readings**

MODULE 8: 20<sup>TH</sup> CENTURY AMERICAS Lesson 21: Violence Against Immigrants and Partners in 20<sup>th</sup> Century Latin America  
Lesson 22: Economy and Society in the Americas during the 19<sup>th</sup> and 20<sup>th</sup> Centuries

**Textbook readings**

TBA

Finish reading: Lazarus-Black, *Everyday Harm*

**View on Line**

TBA

**Discussion Forum**

No posting required. Extra-credit for any substantial comment on readings and audiovisuals.

**Assignment**

THIRD PAPER (Lazarus-Black *Everyday Harm*) March 31

Week 12: MODULE 9 -- 19<sup>TH</sup> and 20<sup>TH</sup> CENTURY AFRICA

(April 3- April 7)

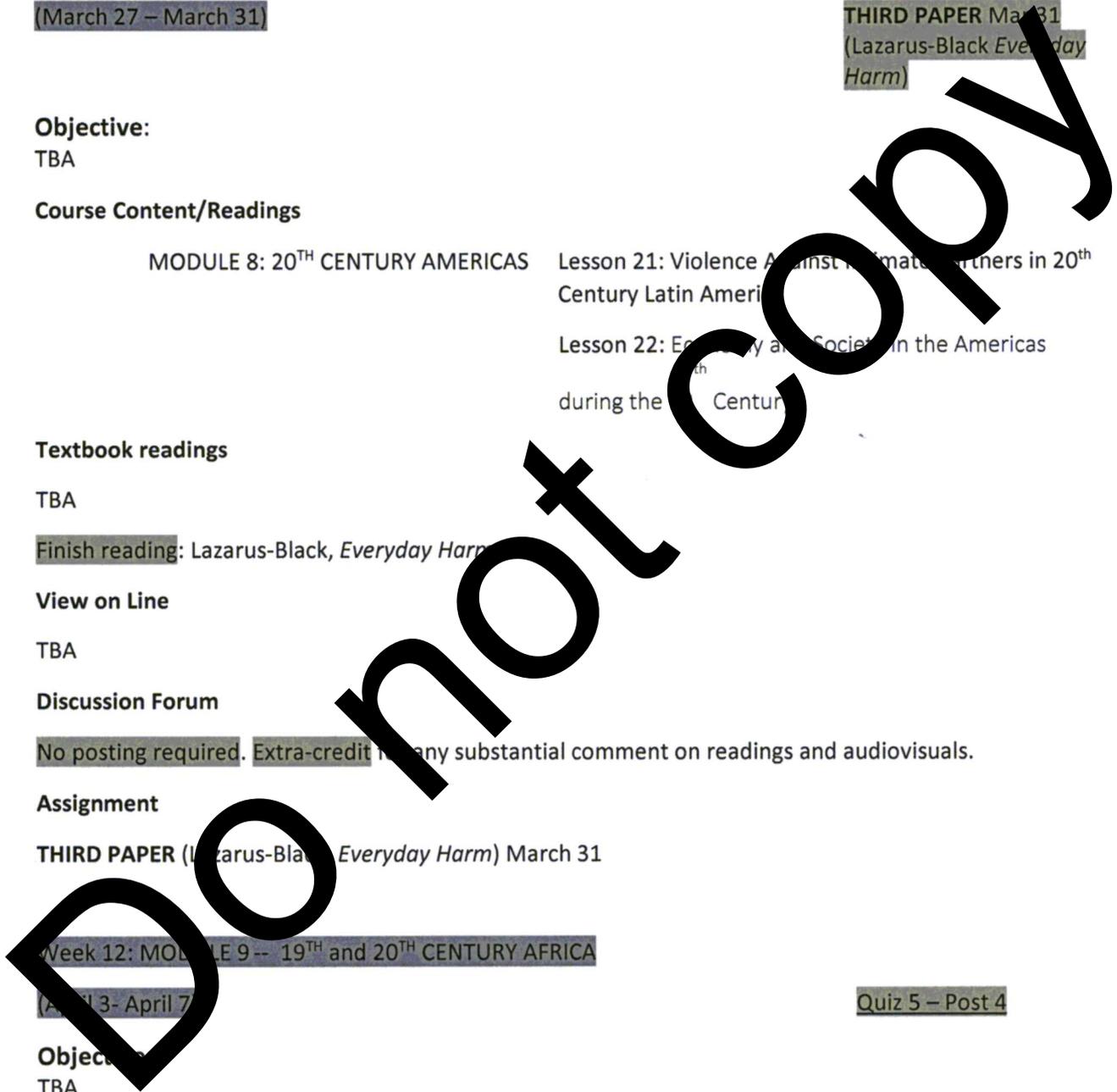
Quiz 5 – Post 4

**Objective:**

TBA

**Course Content/Readings**

MODULE 8: 19<sup>th</sup> and 20<sup>th</sup> CENTURY AFRICA Lesson23: Economy, Politics and Society In Africa during the 19<sup>th</sup> Century



Lesson 24: Politics, Economy and Society in Africa during  
the 20<sup>th</sup> Century

**Textbook readings**

TBA

**View on Line**

TBA

**Discussion Forum**

**(Posting # 4)** TBA. Cite your readings.

**Assessment**

- Complete Quiz 5

**Week 13: MODULE 9 -- 19<sup>th</sup> and 20<sup>th</sup> CENTURY AFRICA**

**Objective:**

TBA

**Course Content/Readings**

MODULE 9: 20<sup>th</sup> CENTURY AFRICA Lesson 25: Family relations, violence, and the law in colonial Africa

Lesson 26: Family relations, violence, and the law in post-colonial Africa

**Textbook readings**

**View on Line**

[https://www.youtube.com/watch?v=9Qbb\\_nQQPPk](https://www.youtube.com/watch?v=9Qbb_nQQPPk) (**Violence Against Women in South Africa**) 2 minute

[https://www.youtube.com/watch?v=rkj1\\_3bNyow](https://www.youtube.com/watch?v=rkj1_3bNyow) (**Domestic Violence in Africa**) 6 minutes

<https://www.youtube.com/watch?v=WLuA3THH3iw> (**Tackling Violence Against Girls and Women in South Africa**) 5 minutes

### Discussion Forum

No posting required. Extra-credit for any substantial comment on readings and audiovisuals.

### Assessment

Prepare for take-home final

Week 13: MODULE 10 -- 20<sup>th</sup> LEGAL RESPONSES

(April 17 – April 21)

Discussion Post # 5

### Objective:

TBA

### Course Content/Readings

Modules 10<sup>th</sup> LEGAL RESPONSES Lesson 27: From Criminal Interpersonal Violence to International Human Rights Violations

Lesson 28: From Criminal Interpersonal Violence to a Global Public Health Emergency

### Textbook readings

TBA

### View on Line

[https://www.youtube.com/watch?v=W\\_ZPHPutN-c](https://www.youtube.com/watch?v=W_ZPHPutN-c)

Ending Violence Against Women (2,38 minutes)

<https://www.youtube.com/watch?v=L5BAe1De-Pw>

#SpeakUp- PSA to End Violence Against Women (1,03 minutes)

<https://www.youtube.com/watch?v=U8HXiREmUPo>

**International day on the elimination of violence against women (5,24 minutes)**

**Discussion Forum**

**(Posting # 5)** TBA. Cite your readings.

**Assessment**

Prepare for take-home final

Week 15: April 24 – April 28

LAST WEEK OF CLASSES – FINALS

FINAL – APRIL

**Assignment**

SUBMIT FINAL TAKE-HOME – April 29

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