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 of 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 this form 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 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 discourage, 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 5 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 notice 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 record 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 shall 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 New 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**

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**Course Calendar**

**Weekly Schedule**

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

(January 9 – January 13)

**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
- Give 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 → 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 (Rome's Law of the Twelve Tables) 9 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 Greco-Roman antiquity
- Offer a general overview of periods in 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=w9bZwQObpQ (Roman law) 9 mins
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**

**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=5CoipJQev](https://www.youtube.com/watch?v=5CoipJQev) (The Roman family) 8 minutes
- [https://www.youtube.com/watch?v=bbc6tUSS-fA](https://www.youtube.com/watch?v=bbc6tUSS-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**

**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

**FIRST PAPER** Feb 3 *(Murder Regilla)*
Course Content/Readings

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

Lesson 8  Legal Background

Textbook readings


View on Line


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


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
(Feb 13 - Feb 17)

Objective:
TBA

Course Content/Readings

MODULE 4 COLONIAL AMERICAS Lesson 11: Colonial Spanish America
Lesson 12: Colonial North America

Textbook readings

Continue reading, Religion and Domestic Violence in Early New England

View on Line
https://www.youtube.com/watch?v=Gl17JZTSZXU (Making the Thirteen Colonies New England States) 29 mins.

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)

Objective:
TBA

Course Content/Readings
TBA

MODULE 4 COLONIAL AMERICAS Lesson 13: Religion and the Law in Colonial Spanish America
Lesson 14: Religion and the Law in Colonial North America

Textbook readings

Finish reading: Religion and Domestic Violence in Early New England

View on Line
https://www.youtube.com/watch?v=qc7yE7QYIoY (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 -- 19TH CENTURY EUROPE
Objective:
TBA

Course Content/Readings

MODULE 5: 19th CENTURY EUROPE
Lesson 15: Economy, Society, and Politics in 19th Century Europe
Lesson 16: Family and Society in 19th Century Europe

Textbook readings

Start reading: Lazarus-Black, Everyday Harm

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

Assessment
• Prepare for Quiz 4.

Week 9: MODULE 6 -- 19th CENTURY AMERICAS

Objective:
TBA

Course Content/Readings

MODULE 6: 19th CENTURY AMERICAS
Lesson 17: Economy and Society in the Americas during the 19th Century
Lesson 18: Domestic Violence and the Law in the America during the 19th Century

Textbook readings


Continue reading: Lazarus-Black, Everyday Harm

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 -- 20th CENTURY EUROPE:

March 20 – March 24

Objective:

TBA

Course Content/Readings

MODULE 7: 20th 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
Week 11: MODULE 8 -- 20th CENTURY AMERICAS:
(March 27 – March 31)

Objective:
TBA

Course Content/Readings

MODULE 8: 20th CENTURY AMERICAS

Lesson 21: Violence Against Intimate Partners in 20th Century Latin America
Lesson 22: Economy and Society in the Americas during the 20th Century

Textbook readings
TBA

Finish reading: Lazarus-Black, Everyday Harm

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 -- 19th and 20th CENTURY AFRICA
(April 3 – April 7)

Objective:
TBA

Course Content/Readings

MODULE 8: 19th and 20th CENTURY AFRICA
Lesson 23: Economy, Politics and Society in Africa during the 19th Century
Lesson 24: Politics, Economy and Society in Africa during the 20th Century

Textbook readings
TBA

View on Line
TBA

Discussion Forum
(Posting # 4) TBA. Cite your readings.

Assessment
→ Complete Quiz 5

Week 13: MODULE 9 -- 19th and 20th CENTURY AFRICA

Objective:
TBA

Course Content/Readings

MODULE 9: 20th 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_nQOPPk (Violence Against Women in South Africa) 2 minute
https://www.youtube.com/watch?v=rk1_3bNvoy (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 -- 20th LEGAL RESPONSES

[April 17 – April 21]

Objective:

TBA

Course Content/Readings

Modules 10th 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

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

Assignment

SUBMIT FINAL TAKE-HOME – April 29