INSTRUCTOR: Rachael Goodman-Williams, M.A. (she/her/hers pronouns)  
Email: goodm169@msu.edu  
Office Hours: Zoom meetings by appointment

ONLINE COURSE SPECIFICATIONS

Course Requirements:
- A high-speed (broadband) internet connection
- Computer manufactured within the last four years
- Minimum screen resolution of 1024x768
- Access to Desire2Learn

Course Structure:
- This course will be delivered entirely online through the course management system, Desire2Learn. The website will be where you will access online lessons, course materials, additional resources, and is where assignments and grades will be posted.
- This course is built on a weekly framework. Course materials for the following week will become available at 5:00 pm on Friday. Once the weekly course materials are posted, the folders will remain open for the rest of the semester.
- Discussion posts and responses have staggered due dates in order to facilitate meaningful, dynamic discussion between students.
- Assignments (other than discussion posts) may be completed and submitted any time during the week they are due, however all assignments need to be posted no later than 11:59 pm (EST) on the due date listed in the syllabus.
- Office hours may occur though a Zoom video meeting, so please feel free to email me to set up an appointment.

Technical Assistance:
- If you need technical assistance at any time during the course or to report a problem, you can visit:

  Distance Learning Services Support Site
  Desire2Learn Help Site
A NOTE ABOUT CONTENT

This course focuses on issues of gender-based violence, including physical, sexual, and emotional/psychological abuse, in childhood, adolescence, adulthood, and older age. Explicit imagery will not be shown, but graphic language may be used to explain and discuss these topics. Some may find these readings and/or conversations uncomfortable, triggering, or simply not something they want to discuss. Please think carefully about whether you are able to engage with these topics for the duration of the course before you commit to taking this class.

As an instructor, I operate under the belief that there are many types of knowledge that we bring to a classroom space. In a class about gender-based violence, these types of knowledge may include lived experiences of violence, experience supporting others through difficulty or trauma, experience seeking violence-related or non-violence related services, previous knowledge from other classes, or general critical engagement with the world. In this class, we will work to appreciate the knowledge each of us comes in with, while holding ourselves and each other accountable to engaging deeply with new information that may challenge or broaden our perspective.

I also want to make clear that I am a mandated reporter. That means that I am required to report all incidents of relationship violence and sexual misconduct that involve students, faculty, or staff, and occurred at a University-sponsored event, or occurred on University property. Therefore, if you share such an experience with me (including in an email, Zoom call, or in class work like a paper or discussion board post), I am required to share your name and the details of the disclosure to the Office of Inclusion and Equity (OIE) and MSU police. OIE will include these facts, but not your name, in the University’s statistics on sexual and domestic violence. They will also reach out to you with a confidential email to provide additional university resources. It is entirely your decision whether you would like to use any of the provided services or even respond to the University’s email. If you would like to talk with someone about your experiences during this course but want to remain confidential, see the last page of this syllabus where you will find a list of confidential local and national resources.

A NOTE ON TERMINOLOGY

Some people who have experienced gender-based violence prefer the term “survivor” and others prefer the term “victim.” I believe that there are valid advantages to both terms: “survivor” focuses on resiliency and a person’s ability to overcome adversity, and “victim” highlights that a person was victimized by something and someone. I will be using both terms interchangeably throughout the course to reflect these different preferences. Please do your best to use whatever terms someone uses for themselves if/when you refer to their experience. For example, if an author refers to themselves as a survivor and not a victim, please try to use the term “survivor” when you reference that reading.
COURSE DESCRIPTION

Course Format
The course will consist of seven units, each made up of multiple modules. The first unit will cover the concepts that we will need in order to engage with the material presented in the remainder of the course. The next five units will follow a consistent format. Each unit will cover a different life stage: childhood, adolescence, young adulthood, middle adulthood, and older adulthood. Within these life stages, we will examine three key themes: types and dynamics of gender-based violence, risk factors and particularly vulnerable populations, and community responses to gender-based violence. The last week will include a short additional unit exploring opportunities to engage with gender-based violence policy reform efforts, research, and activism.

Course Objectives:
- To explore definitions of gender-based violence and critically examine how these definitions shape our understanding of gender-based violence.
- To understand how an individual’s developmental stage (e.g., childhood, adolescence, young adulthood, middle adulthood, older adulthood) may impact their experience of gender-based violence.
- To situate gender-based violence in other forms of oppression, including sexism, racism, heterosexism, classism, and ableism.

Course Policies and Student Responsibilities:

Contribution to Learning Community / Discussion Posts
- Discussion posts are how each student fulfills their obligation to contribute to our collective learning community. Therefore, discussion posts are not graded just on whether you do them, but to what degree you demonstrate your own engagement with the material in a way that deepens your classmates’ learning, as well.
- Please respect your classmates’ privacy and do not share their reflections with others outside of this class.
- I reserve the right to remove any student to displays rude, disrespectful, or “trolling” behavior from their discussion group. Students who have been removed from group discussion boards for this reason will have the opportunity to complete future discussion posts/responses on a private discussion board shared only with the instructor.

Course Readings
- Please complete all readings prior to the lecture for which they are assigned.
- Some readings are linked to in the syllabus and others are in the Coursepack, which must be purchased (purchasing instructions are on D2L). Whether readings are in the Coursepack or linked to in this syllabus is based on copyright laws and does not indicate their importance or likelihood of being on knowledge checks/exams.

Course Assignments
- All assignments should be submitted through Desire2Learn. It is your responsibility to make sure you received a confirmation email from Desire2Learn and to keep that confirmation email in case your assignment was not received by the instructor.
• Please talk to me as soon as possible if you need an extension, and I will do my best to work with you. Late work will generally not be accepted if you do not contact me at least 24 hours prior to the due date (except for documented medical emergencies or grief absences).
• Technical difficulties will not warrant an exception to the late work policy. Students are encouraged not to wait until the last minute to submit assignments in case technical difficulties occur.

Attendance Policy
• Students whose names do not appear on the class list may not participate in this course.
• Students who do not log in during the first two weeks will be dropped from the course.
• This class relies on persistent engagement and reflection; therefore, students must complete assignments in the week they are given. Students will not be permitted to complete assignments early without advance permission from the instructor.
• If you miss more than three consecutive weeks of class (i.e., you do not participate in discussion posts or turn in assignments) and you have not communicated about your absence in advance with the instructor, you will automatically receive a failing grade of 0.0 in the course.

Dropping the course
• It is your responsibility to understand when/how you are able to un-enroll from a course. Refer to the Michigan State University Office of the Registrar for important deadlines.

Accommodations for Disabilities
• Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. If you have a documented disability and verification from the Resource Center for Persons with Disabilities (RCPD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to RCPD and meet with an RCPD specialist to request special accommodation before classes start.
• Once your eligibility for an accommodation has been determined by the RCPD, you will be issued a verified individual services accommodation (“VISA”) form. Please present this form to the instructor at the start of the term or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored when possible.
• You may contact RCPD by phone at (517) 884-7273 (884-RCPD), or or via their website (http://www.rcpd.msu.edu). RCPD is located in 120 Bessey Hall, near the center of the Michigan State University campus, on the southwest corner of Farm Lane and Auditorium Road.

Academic Honesty
• I take academic dishonesty and plagiarism very seriously. If you did not do a reading, it is always better to state that you did not complete the reading and respond to the paper prompt as best you can than to write as though you have read the texts. Do not read summaries of what other people have said about a reading or idea and pass those thoughts off as your own—that’s plagiarism! Note that plagiarism can be committed
by accident, but it is still plagiarism—**it is your responsibility to make sure you are not committing plagiarism!**

- All assignments are to be done on your own, not in groups, unless instructed differently by the instructor. This includes Knowledge Checks, papers, and the final exam. You are expected to do your own, original work for each assignment, discussion post, or test in this class. **Submitting a piece of work that you did in another course counts as academic dishonesty.**

- Article 2.3.3 of the *Academic Freedom Report* states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Psychology Department adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See *Spartan Life: Student Handbook and Resource Guide* and/or the MSU Web site: www.msu.edu.)

- Academic integrity is a minimal expectation of this course. Academic dishonesty in any form will not be tolerated. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, and submitting work of another person. If I determine that you have committed academic dishonesty, you will receive a “penalty grade,” which will at minimum be a 0 on that assignment and may include an automatic failing grade in the course. I will also submit a report to the university documenting the issue, and they will follow up about additional penalties. For examples of what constitutes plagiarism, see:
  - [http://writing.msu.edu/the-facts-about-plagiarism/](http://writing.msu.edu/the-facts-about-plagiarism/)
  - [Purdue Online Writing Lab](http://writing.msu.edu)

- Lectures and other course materials must remain the property of the Department of Psychology and must not be copied from the internet for distribution to anyone who is not registered for this course. Online discussions and exercises are confidential and should not be discussed with others who are not enrolled in the class.
Assignments & Grading Criteria

Weekly Discussion Posts
Face-to-face classroom instruction offers students important opportunities to engage with their peers and contribute to one another’s learning, and we will do our best to recreate this environment in the D2L discussion forum. In order to create opportunity for meaningful back-and-forth conversation, discussion posts and responses must be posted on the following timeline:

- Discussion posts must be posted by the Thursday of the week they are assigned.
- Discussion responses must be posted by the Sunday of the week they are assigned. You may respond to the instructor’s or any other student’s discussion post, but you may not respond to your own discussion post.

Discussion posts/responses will be graded for content, not just completion. To receive full credit, discussion posts/responses must do the following:

- Discussion posts should include critical reflection as well as a question for classmates to respond to. Questions that have a clear answer that could be found online or in a reading (e.g., “What percentage of children experience abuse?” “When was the Violence Against Women Act passed?”) will not receive credit. Similarly, questions that express disagreement or disbelief without accompanying critical analysis will not receive credit.
- Discussion posts must demonstrate your engagement with the material while also encouraging engagement and deep learning from your classmates. See the examples of full and partial credit discussion questions below for details.
- Discussion responses should be thoughtful and respectful, as if you were having a discussion in a face-to-face classroom. Please remember that the thing we will be talking about may be deeply personal to many of your classmates.
- Discussion responses must continue the existing conversation. Before responding to a post, you must read any responses that have already replied to that post and build off of the conversation. Discussion responses that simply repeat what someone else has already said will not receive credit.
- REFRAIN FROM USING ALL CAPS. IT IS PERCEIVED AS SHOUTING and you would not shout in an in-person classroom.
- I will remove any comments or responses that violate these standards of respectful engagement. Anyone who posts a comment or response that violates these standards will receive and email from me explaining how these standards were violated. The student will then have one additional opportunity to submit a comment/response that adheres to the community standards. If a comment/response from that student violates these community standards a second time, the student will be moved to a private discussion board shared only with the instructor.
- If a student believes these standards are being applied unfairly, they may contact Dr. Mark Becker, Associate Chair & Director of Undergraduate Education, at 517-432-3367.
Details on Points Earned for Discussion Posts and Responses
Each discussion post and response post will be worth 3 points (3 points per post, 3 points per response). Points are assigned in the following ways:

- **0 points:** no response or an inadequate comment (such as asking a question that could easily be found in the reading or a generic response such as “I agree!”); posts are off topic, irrelevant, or do not include material from the readings or course lectures. Also note that any discussion posts that violate the student agreements for respectful engagement will receive 0 points.

- **1.5 points:** An on-topic comment or response is made that incorporates the reading or lecture, but there is little critical thinking or attempt to be an active learner; posts or responses are inadequate length of 1-2 sentence/statement.

- **3 points:** Student engages critical thinking skills in post/response and demonstrates intellectual engagement with the material; posts are longer than 1-2 sentences/statements.

See below for examples of what is expected to earn full or partial credit.

- **Examples of a 0 point discussion post/response**
  - “What year was the Violence against Women Act passed?”
  - “Why are self-report surveys good?”
  - “I agree with what you said.”
  - “Why do you think that?”

- **Examples of a 1.5 point discussion post/response**
  - “What do you all think the benefits of the Violence against Women Act have been?”
  - “The reading says that self-report surveys are better than official data for assessing prevalence because many survivors don’t report their assaults to the police. Why do you think that is?”
  - “I agree with your statement that ‘gender-based violence’ is an improvement over the term ‘violence against women.’ The reading says it puts the focus more on the reason behind the violence, which makes sense.”
  - “Why do you think the term ‘gender-based violence’ is an improvement? I know the reading says it’s an improvement, but I see advantages both ways.”

- **Examples of a 3 point discussion post/response**
  - “According to the readings, the Violence against Women Act (VAWA) was passed in 1994, just one year after the Declaration on the Elimination of Violence Against Women at the World Conference on Human Rights in Vienna. The readings present these events as happening around the same time, but they don’t discuss how connected they were. I’m wondering whether the VAWA in the United States would have been initiated and passed if there weren’t international pressure to recognize the issue at the same time. What do you all think—how important do you think international pressure is in making national change?”
  - “I agree with many of your reasons for saying that ‘gender-based violence’ is an improvement over the term ‘violence against women,’ specifically your point that...”
‘gender-based violence’ highlights the connection between violence against gender nonconforming individuals and violence against women. I do think it’s important to consider, though, that the term ‘gender-based violence’ runs the risk of being misused by people who people who aren’t sure what it means for something to be ‘gender-based.’ I wonder if ‘gender-motivated’ violence might be an even better choice.”

40 POINTS POSSIBLE THROUGHOUT COURSE

Knowledge Checks
Knowledge checks will be opportunities to demonstrate your understanding of the material for units in which discussion questions or R&R papers are not assigned. These knowledge checks will frequently ask you to apply, not simply recite, the information you learned. Knowledge checks are also meant to help you practice the sorts of questions that might be on the final exam.

30 POINTS POSSIBLE THROUGHOUT COURSE

Critical Response and Reflection (R&R) Papers
With the goals of helping you develop your writing skills, encouraging critical thinking, and giving space to expand on complex thoughts and ideas, you will be asked to write four 2 page papers throughout the course of the semester. Each prompt will be listed under the “To Complete” section of the syllabus the week that it is due.

Papers should adhere to the following guidelines:

• 2 pages, double spaced, 12 point font, Times New Roman, one inch margins, submitted as word documents only (not PDFs).
• Follow the specific prompt given on D2L.
• Papers should incorporate readings assigned in that particular unit (i.e., an R&R paper assigned in Unit 3b should incorporate readings from Unit 3b). Papers that do not incorporate any of the readings from that unit will automatically have 50% of the possible points deducted.
• Papers will be evaluated on relevance, insight, active engagement with the materials, and writing coherence.

40 POINTS POSSIBLE THROUGHOUT COURSE

Final Exam
The final exam will be cumulative and will offer you the opportunity to integrate the information you’ve learned throughout the course. The final exam will consist of multiple choice and short answer questions similar to what you will have seen in the Knowledge Checks throughout the semester. Note that all units will be represented in the final exam, not just units in which you had a Knowledge Check.

50 POINTS POSSIBLE THROUGHOUT COURSE
Final Grades

The total number of points possible for this class is 160 points:

- **Weekly Discussion Posts**: 40 points
- **Weekly Knowledge Checks**: 30 points
- **Response & Reflection Papers**: 40 points
- **Final Exam**: 50 points

Final grades will be based on a percentage of total points earned.

- **90% of 160 points**: 144 points and above, **Grade**: 4.0
- **85% of 160 points**: 136 points to 143 points, **Grade**: 3.5
- **80% of 160 points**: 128 points to 135 points, **Grade**: 3.0
- **75% of 160 points**: 120 points to 127 points, **Grade**: 2.5
- **70% of 160 points**: 112 points to 119 points, **Grade**: 2.0
- **65% of 160 points**: 104 points to 111 points, **Grade**: 1.5
- **60% of 160 points**: 96 points to 103 points, **Grade**: 1.0
- **less than 60% of 160 points**: less than 96 points, **Grade**: 0.0
Confidential MSU Resources
MSU Counseling and Psychiatric Services (CAPS)
3rd Floor Olin Health Center Building
463 E Circle Drive
East Lansing, MI 48824
(517) 355-8270

MSU Sexual Assault Program
207 Student Services Building
556 East Circle Drive
East Lansing, MI 48824
(517) 355-3551 (office)
(517) 372-6666 (24 hour crisis line)
Website: www.endrape.msu.edu

MSU Safe Place
(517) 355-1100
Email: noabuse@msu.edu
Website: http://safeplace.msu.edu

University Ombudsperson
354 Farm Lane, Room 129, North Kedzie Hall
East Lansing, MI 48824
(517) 353-8830
Email: ombud@msu.edu
Website: http://www.msu.edu/unit/ombud/index.html

Confidential National Resources
Rape Abuse Incest National Network (RAINN)
(800) 656-4673 (24 hour crisis line)
Website: http://www.rainn.org

National Domestic Violence Hotline
(800) 799-7233 (Hotline) (800) 787-3224 (TTY)
www.thehotline.org
## COURSE SCHEDULE & READING LIST

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>To Read</th>
<th>To Watch/Listen</th>
<th>To Complete</th>
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<tbody>
<tr>
<td><strong>Unit 1.a</strong>&lt;br&gt;Introduction to the Course</td>
<td>Read before watching the lectures or completing the assignments!</td>
<td>Watch before completing assignments!</td>
<td>See below for discussion post and assignment due dates</td>
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<tr>
<td></td>
<td>Just the syllabus—Welcome to the course!</td>
<td>Lecture 1.a.1: Welcome to the course</td>
<td>Discussion Post (May 16)</td>
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<td></td>
<td>You can also look at these resources if you’d like more information on what it means to introduce yourself with your preferred gender pronoun:</td>
<td></td>
<td>Use this as a chance to introduce yourself to the class. Please share: your name (including your preferred gender pronouns, if you are comfortable), what you’re studying, and something else about yourself.</td>
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<td></td>
<td>Medina, M. (n.d.). Preferred gender pronouns: For faculty. Hampshire College. Retrieved from <a href="https://www.hampshire.edu/sites/default/files/shared_files/Preferred_Gender_Pronouns_for_Faculty.pdf">https://www.hampshire.edu/sites/default/files/shared_files/Preferred_Gender_Pronouns_for_Faculty.pdf</a></td>
<td></td>
<td>Read other students’ introductions and comment back on at least two of them (comments back could include things you have in common, would like to learn more about, etc.).</td>
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<tr>
<td><strong>Unit 1.b</strong>&lt;br&gt;Introduction to gender-based violence and the</td>
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<td>Syllabus Quiz (May 19)</td>
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<td>Ake, J. &amp; Arnold, G. (2018). A brief history of anti-violence against women movements in the United States. In C.M. Renzetti, J.L. Edleson, &amp; R.K. Bergen (Eds.), Sourcebook on violence against women (3rd ed)</td>
<td>Lecture 1b.1. Introduction to gender-based violence</td>
<td>This is just to make sure we’re on the same page about some of the syllabus basics. Easy 3 points!</td>
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<tr>
<th>Lifespan Approach</th>
<th>Introduction to the lifespan approach</th>
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<tr>
<th>Unit 1.c Methodological and ethical considerations in GBV research</th>
<th>Methodological considerations in gender-based violence research</th>
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<tbody>
<tr>
<td>Lecture 1b.2. Introduction to the lifespan approach</td>
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<tr>
<td>Lecture 1c.1. Methodological considerations in gender-based violence research</td>
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<tr>
<td>Lecture 1c.2. Ethical considerations in GBV research</td>
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<tr>
<td><strong>Response &amp; Reflection Paper 1:</strong> Studying Gender-Based Violence (May 19) Assignment posted on D2L.</td>
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### Week 2: May 20 – 26, 2019

#### Unit 2: Gender-Based Violence in Childhood

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<thead>
<tr>
<th>Unit Title</th>
<th>To Read</th>
<th>To Watch / Listen</th>
<th>To Complete</th>
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<tbody>
<tr>
<td><strong>Unit 2a</strong></td>
<td><em>Read before watching the lectures or completing the assignments!</em></td>
<td><em>Watch before completing assignments!</em></td>
<td><em>See below for discussion post and assignment due dates</em></td>
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<tr>
<td><strong>Unit 2b</strong></td>
<td><strong>Especially vulnerable populations / Risk factors</strong></td>
<td><strong>Lecture</strong> 2.b.1. Vulnerabilities and risk factors for GBV in childhood</td>
<td>Knowledge Check <em>(May 26)</em></td>
</tr>
<tr>
<td><strong>Unit 2c</strong></td>
<td><strong>Community responses and interventions</strong></td>
<td><strong>Lecture</strong> 2c.1. Community responses and interventions to GBV in childhood</td>
<td><strong>Discussion Post</strong> <em>(May 23)</em> Please post a discussion comment about the reading or lecture in this section. <strong>Discussion Response</strong> <em>(June May 26)</em> Please respond to at least one comment that someone posted on this section.</td>
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<tr>
<td>Unit Title</td>
<td>To Read</td>
<td>To Watch / Listen</td>
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<tr>
<td><strong>Unit 3a</strong></td>
<td>Read before watching the lectures or completing the assignments!</td>
<td>Watch or listen before completing assignments!</td>
<td><strong>Response &amp; Reflection Paper 2: Understanding Normalization (June 2)</strong> Assignment posted on D2L</td>
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<tr>
<td><strong>Unit 3b</strong></td>
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<td><strong>Knowledge check (June 2)</strong></td>
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<td><strong>Unit 3c</strong></td>
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<td><strong>Discussion Post (May 30)</strong> Please post a discussion comment about the reading or lecture in this section. <strong>Discussion Response (June 2)</strong> Please respond to at least one comment that someone posted on this section.</td>
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</table>
Week 4: June 3 – 9, 2019

**Unit 4: Gender-Based Violence in Early Adulthood**

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<tr>
<th><strong>Unit Title</strong></th>
<th><strong>To Read</strong></th>
<th><strong>To Watch / Listen</strong></th>
<th><strong>To Complete</strong></th>
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</table>
# Week 5: June 10 - 16, 2019

## Unit 5: Gender-Based Violence in Middle Adulthood

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<th>Unit Title</th>
<th>To Read</th>
<th>To Watch / Listen</th>
<th>To Complete</th>
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*Note: All readings are accessible through the library's proxy server.*
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<th>Unit Title</th>
<th>To Read</th>
<th>To Watch / Listen</th>
<th>To Complete</th>
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<tbody>
<tr>
<td><strong>Unit 6a</strong></td>
<td><strong>Physical, sexual, and emotional GBV in older adulthood</strong></td>
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<td>Read before watching the lectures or completing the assignments!</td>
<td>Watch before completing assignments!</td>
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<td>Lecture 6a.2. How does trauma throughout the lifespan affect GBV experienced in older adulthood?</td>
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<td><strong>Unit 6b</strong></td>
<td><strong>Especially vulnerable populations / Risk factors</strong></td>
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GBV in middle adulthood

**Discussion Response (June 16)**
Please respond to at least one comment that someone posted on this section.

**Week 6: June 17 – June 23, 2019**

**Unit 6: Gender-Based Violence in Older Adulthood**

- **Read before watching the lectures or completing the assignments!**
- **Watch before completing assignments!**
- **See below for discussion post and assignment due dates**

**Discussion Response (June 16)**
Please respond to at least one comment that someone posted on this section.
### Unit 6c Community responses and interventions

[https://doi.org.proxy2.cl.msu.edu/10.1177/1524838016641666](https://doi.org.proxy2.cl.msu.edu/10.1177/1524838016641666)

Lecture 6c.1. Community responses and interventions to GBV in older adulthood

**Discussion Post** *(June 20)*  
Please post a discussion comment about the reading or lecture in this section.

**Discussion Response** *(June 23)*  
Please respond to at least one comment that someone posted on this section.

### Week 7: June 24 – June 27, 2019

#### Unit 7: Concluding Thoughts

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<th>Unit Title</th>
<th>To Read</th>
<th>To Watch / Listen</th>
<th>To Complete</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 7a Moving forward in the GBV field</strong></td>
<td>Read before watching the lectures or completing the assignments!</td>
<td>Watch or listen before completing assignments!</td>
<td>See below for discussion post and assignment due dates</td>
</tr>
</tbody>
</table>
| | There are no readings assigned for this module. | Lecture 7.a.1 Moving forward in the GBV field | **Discussion Post** *(June 27)*  
All that is required for this module is a discussion post, you do not need to respond to another student’s post. Your discussion post should respond to the question: “What changes would I like to see in the world concerning GBV, and how can I help make these changes a reality?” *(4pts)*  
**Final Exam** *(June 27)*  
Final exam is on D2L and can be taken anytime during this half week, but must be turned in by 11:59pm on Thursday June 27th. |