# The Duluth Curriculum:
## Working with Men Who Batter in a Process of Change

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**Domestic Abuse Intervention Programs (DAIP)**

domestic abuse
intervention programs

DAIP

Home of The Duluth Model
Social Change to End Violence Against Women

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# Dr. Ellen Pence on the development of the Power and Control Wheel and it's Link to the men's nonviolence curriculum

# Foundations

One of the two longest running national models for working with men who batter.

Content is based on women's experience of being battered at the hands of their male intimate partner.

Process is adapted from Paulo Freire's method of dialogue and his ideas of working for nonviolence in the space of oppression.

The process of Freirean Dialogue and it's use in a nonviolence class

# How Has the Curriculum Evolved?

Conversations on Equality

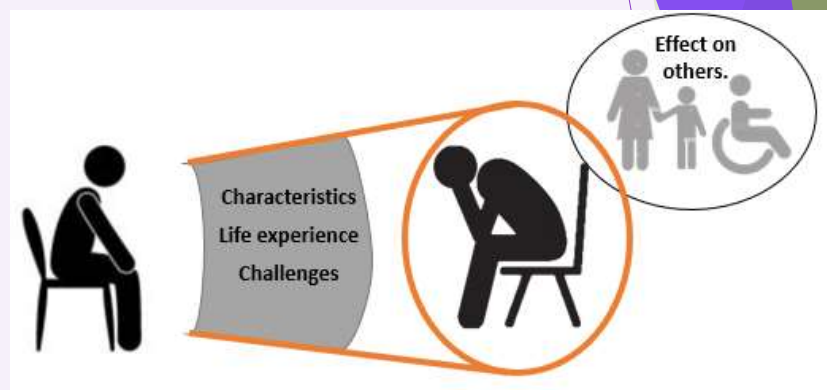Better at teaching the foundations of oppression and it's link to what men who batter do

Online teaching format

Partnerships with programs on adaptations

# A generic model of assistance

In this model, the primary focus is on the person in front of us and how different aspects of their life intersect with the main problem they have (such as trauma or addiction).

The way in which these problems impact others is part of the process but not central to it.



**Characteristics:** Identity, age, ability...
**Life Experience:** Oppression, privilege, work, family, school...
**Challenges:** Substance abuse, trauma/mental health, poverty, unemployment, incarceration...
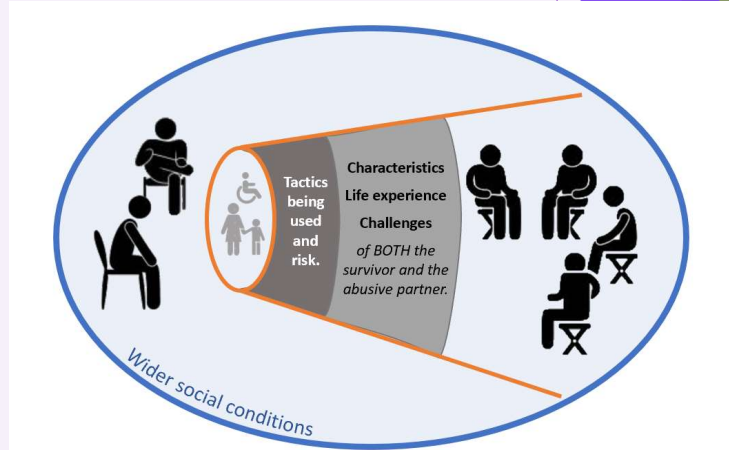
## A survivor-centered approach to coercive control

In this model, many more factors become the focus of the intervention. Everything is examined through the lens of the survivor's experience and the tactics of abuse being used against them.

The primary focus is on ending the abuse that is specifically targeted against the (ex)partner (and children).

Coercive control: An ongoing pattern of intimidation, coercion and violence within an intimate relationship.



Tactics being used and risk.

Characteristics
Life experience
Challenges
*of BOTH the survivor and the abusive partner.*

Wider social conditions

**Characteristics:** Identity, age, ability…
**Life Experience:** Oppression, privilege, work, family, school…
**Challenges:** Substance abuse, trauma/mental health, poverty, unemployment, incarceration…

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# Thoughts on Working with Equality in a Nonviolence Class

Any movement toward equality must start with an acknowledgement and an understanding of the oppression that proceeded it.
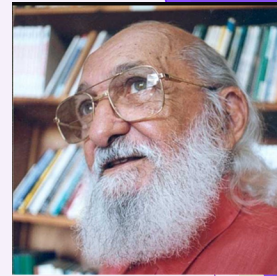
"That the problem was not about being human, but specifically about being a female human. For centuries, the world divided human beings into two groups and then proceeded to exclude and oppress one group. It is only fair that the solution to the problem should acknowledge that."

- Chimamanda Ngozi Adichie

*Chimamanda Ngozi Adichie: 'I decided to call myself a Happy Feminist', Guardian, 2014*

To surmount the situation of oppression, people must first critically recognize its causes, so that through transforming action they can create a new situation, one which makes possible the pursuit of a fuller humanity.

- Paulo Freire

*Pedagogy of the Oppressed, The Continuum International Publishing Group Inc, 2005*