

Estudio Propio: **CERTIFICADO DE FORMACIÓN PERMANENTE EN INTERNATIONAL STUDIES**

Código Plan de Estudios: **FC56**

Año Académico: **2024-2025**

### ESTRUCTURA GENERAL DEL PLAN DE ESTUDIOS:

CURSO	Obligatorios		Optativos		Prácticas Externas	TFM/Memoria/ Proyecto	Créditos Totales
	Créditos	Nº Asignaturas	Créditos	Nº Asignaturas	Créditos	Créditos	
1º	4,5	1	13,5	3			18
2º							
3º							
<b>ECTS TOTALES</b>	<b>4,5</b>	<b>1</b>	<b>13,5</b>	<b>3</b>			<b>18</b>

### PROGRAMA TEMÁTICO:

#### ASIGNATURAS OBLIGATORIAS

Código Asignatura	Curso	Denominación	Carácter OB/OP	Créditos
706193	1	INTRODUCTION TO SPAIN	OB	4,5

#### ASIGNATURAS OPTATIVAS (Se deberán elegir 3 asignaturas)

Código Asignatura	Curso	Denominación	Carácter OB/OP	Créditos
707789	1	DIVERSITY AND SOCIAL JUSTICE	OP	4,5
707790	1	THE ECONOMICS OF INTERNATIONAL AIR COMMERCE	OP	4,5
707791	1	ARCHEOLOGY ABROAD: APPROACHES TO CULTURAL HERITAGE MANAGEMENT AND PRESERVATION ACROSS AN OCEAN	OP	4,5
707792	1	A BORDER IS A STORY	OP	4,5
707793	1	GLOBAL PERSPECTIVES ON HUMAN RIGHTS AND TECHNOLOGY	OP	4,5
707794	1	VICTIMOLOGY	OP	4,5
707795	1	A COMPARATIVE LOOK AT COURTS AROUND THE WORLD	OP	4,5
707796	1	INTERSECTIONALITY AND CRIME	OP	4,5

Carácter: OB - Obligatoria; OP – Optativa

## GUÍA DOCENTE

Año académico	2024-2025	
Estudio	Certificado de Formación Permanente en International Studies	
Nombre de la asignatura	INTRODUCTION TO SPAIN	
Carácter (Obligatoria/Optativa)	obligatoria	
Créditos (1 ECTS=25 horas)	4,5	
Modalidad (elegir una opción)	X	Presencial (más del 80% de las sesiones son presenciales)
		Híbrida (sesiones on-line entre el 40% y 60%, resto presencial)
		Virtual (al menos el 80% de las sesiones son on-line o virtuales)
Profesor/a responsable	José Antonio Gurpegui, Antonio Fernández	
Idioma en el que se imparte	Inglés	

### PROFESORES IMPLICADOS EN LA DOCENCIA

José Antonio Gurpegui, Antonio Fernández

### DISTRIBUCIÓN DE CRÉDITOS (especificar en horas)

Número de horas presenciales/on-line asistencia profesor/a	40
Número de horas de trabajo personal del estudiante	72,5
Total horas	112,5

### CONTENIDOS (Temario)

This course will provide a broad general knowledge of Spanish civilization and culture, from its prehistory to the present day. It will examine the importance of Spain in history and events in broader international contexts, specifically those concerning Western Europe and the Americas. Students will investigate Spanish culture in its many diverse representations, examining cultural expressions in terms of their universality and authenticity. Topics will be linked to issues of cultural-political identity in contemporary Spain.

### COMPETENCIAS ESPECÍFICAS (indicar un mínimo de tres y máximo de cinco)

General knowledge of the different autonomous communities, their customs, languages and traditions.  
 General knowledge of literary works that have had international projection.  
 To know the cultural differences that differentiate Spain from the rest of the European countries due to its history.  
 To analyze the importance of Spain as a link between the New World and the old continent.

## EVALUACIÓN

Continuous evaluation and two exams: one quarterly and one final.

## BIBLIOGRAFÍA

**Obligatorio:** Spanish Vignettes. An offbeat look into Spain's culture, society and history, by Norman Berdichevsky. Santana Books.

Los estudiantes pueden encontrar este libro en Reprografía.

**Libros recomendados:**

Barton, Simon. *A History of Spain*. London: Palgrave Macmillan, 2009.

Beevor, Antony. *The Battle for Spain: The Spanish Civil War 1936-1939*. London: Cassell, 1999.

Carr, Raymond. *Modern Spain: 1875-1980*. Oxford: Oxford University Press, 2001.

Graham, Helen, and Jo Labanvi. *Spanish Cultural Studies: An Introduction: The Struggle for Modernity*. Oxford: Oxford University Press, 1996.

Williams, Mark. *The Story of Spain*. Malaga: Santana, 2010.

Williams, Raymond. *Keywords: A Vocabulary of Culture and Society*. London: Fontana, 2010.

## GUÍA DOCENTE

Año académico	2024-2025	
Estudio	Certificado de Formación Permanente en International Studies	
Nombre de la asignatura	DIVERSITY AND SOCIAL JUSTICE	
Carácter (Obligatoria/Optativa)	optativa	
Créditos (1 ECTS=25 horas)	4,5	
Modalidad (elegir una opción)	X	Presencial (más del 80% de las sesiones son presenciales)
		Híbrida (sesiones on-line entre el 40% y 60%, resto presencial)
		Virtual (al menos el 80% de las sesiones son on-line o virtuales)
Profesor/a responsable	Terrell David Brown.	
Idioma en el que se imparte	Inglés	

### PROFESORES IMPLICADOS EN LA DOCENCIA

Terrell David Brown.

### DISTRIBUCIÓN DE CRÉDITOS (especificar en horas)

Número de horas presenciales/on-line asistencia profesor/a	40
Número de horas de trabajo personal del estudiante	72,5
Total horas	112,5

### CONTENIDOS (Temario)

Course description: Provides an analysis of social justice with an emphasis on cultural interaction to better understand human diversity issues, diverse perspectives, one another, one's own sense of self and a global perspective.

### COMPETENCIAS ESPECÍFICAS (indicar un mínimo de tres y máximo de cinco)

1. Students will develop a definition and understanding of who they are based on the different aspects of culture through reflective writing
- 2: Students will identify and illustrate the concept of social justice to various aspects of cultural diversity through directed discussion and student-peer feedback
- 3: Students will recognize and recall diversity and culture terms through quizzes or assigned writing exercises

### EVALUACIÓN

PARTICIPATION, ACTIVITIES AND FIELD TRIPS 11.5%  
 JOURNALS 8%  
 ONLINE ACTIVITIES 50%  
 PROJECT PROPOSAL, ANNOTATED BIBLIOGRAPHY AND FINAL PROJECT 30.5%

## BIBLIOGRAFÍA

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## GUÍA DOCENTE

Año académico	2024-2025	
Estudio	Certificado de Formación Permanente en International Studies	
Nombre de la asignatura	ARCHEOLOGY ABROAD: APPROACHES TO CULTURAL HERITAGE MANAGEMENT AND PRESERVATION ACROSS AN OCEAN	
Carácter (Obligatoria/Optativa)	optativa	
Créditos (1 ECTS=25 horas)	4,5	
Modalidad (elegir una opción)	X	Presencial (más del 80% de las sesiones son presenciales)
		Híbrida (sesiones on-line entre el 40% y 60%, resto presencial)
		Virtual (al menos el 80% de las sesiones son on-line o virtuales)
Profesor/a responsable	Morgan Forrester Smith	
Idioma en el que se imparte	Inglés	

## PROFESORES IMPLICADOS EN LA DOCENCIA

Morgan Forrester Smith

## DISTRIBUCIÓN DE CRÉDITOS (especificar en horas)

Número de horas presenciales/on-line asistencia profesor/a	40
Número de horas de trabajo personal del estudiante	72,5
Total horas	112,5

## CONTENIDOS (Temario)

The United Nations Educational, Scientific, and Cultural Organization is the world's foremost heritage management preservation group. UNESCO statements and directives represent the most up to date, expert consensus-based information on how to best ensure long-term sustainability of tangible and intangible cultural heritage. Students of archaeology (and generally) are often not aware of the anthropological but also political and legal impact UNESCO has, particularly in the United States, which has had an on-again, off-again relationship with the program, only recently rejoining UNESCO following a four-year absence. This course will summarize the impact of the UNESCO policy-making initiative, survey renowned and lesser-known sites in the home country (or region) of each student, and compare and contrast legal frameworks of heritage law on land and underwater. The latter is particularly important and follows on the heels of the recent 2024 UNESCO Conference in Barcelona, which reaffirmed the 2020's as the "Decade of Ocean Science."

**COMPETENCIAS ESPECÍFICAS (indicar un mínimo de tres y máximo de cinco)**

- 1: Appraise varying efforts to preserve cultural heritage in the US and Spain (both UNESCO members).
- 2: Discuss varying efforts to preserve cultural heritage underwater and on land.
- 3: Explore and experience at least three UNESCO events/sites while abroad in Spain.

**EVALUACIÓN**

Exams 30%  
Written works 20%  
Oral presentations 20%  
Participation 30%

**BIBLIOGRAFÍA**

“A Future in Ruins: UNESCO, World Heritage, and the Dream of Peace.” Lynn Meskell, 2018.

## GUÍA DOCENTE

Año académico	2024-2025	
Estudio	Certificado de Formación Permanente en International Studies	
Nombre de la asignatura	THE ECONOMICS OF INTERNATIONAL AIR COMMERCE	
Carácter (Obligatoria/Optativa)	optativa	
Créditos (1 ECTS=25 horas)	4,5	
Modalidad (elegir una opción)	X	Presencial (más del 80% de las sesiones son presenciales)
		Híbrida (sesiones on-line entre el 40% y 60%, resto presencial)
		Virtual (al menos el 80% de las sesiones son on-line o virtuales)
Profesor/a responsable	Kenneth William Godwin	
Idioma en el que se imparte	Inglés	

### PROFESORES IMPLICADOS EN LA DOCENCIA

Kenneth William Godwin

### DISTRIBUCIÓN DE CRÉDITOS (especificar en horas)

Número de horas presenciales/on-line asistencia profesor/a	40
Número de horas de trabajo personal del estudiante	72,5
Total horas	112,5

### CONTENIDOS (Temario)

This course will focus on the economics of international air commerce along with looks at the shipping and trucking industries and how they all contribute to the economy by working together. The emphasis will be on air commerce. Students will gain an understanding of the importance of international commerce and how the airlines, shipping companies, and trucking companies work together to move products to where customers need them. This course will foster communication and interpersonal skills, teamwork and collaboration, and leadership/management.

### COMPETENCIAS ESPECÍFICAS (indicar un mínimo de tres y máximo de cinco)

- 1: Students will learn how to analyze problems by gathering, reviewing and organizing all relevant information. Students will then understand how to come to appropriate solutions to those problems.
- 2: Students will learn to use sound judgment to make good decisions based on information gathered and analyzed. After analysis, students will learn to gather all pertinent facts and alternatives before deciding on the most appropriate action for the situation.
- 3: This course will teach students decision-making skills.

**EVALUACIÓN**

PARTICIPATION 10%

ACTIVITIES AND FIELD TRIPS 5%

TASKS AND ASSIGNMENTS 20%

MIDTERM EXAM 10%

FINAL EXAM 15%

QUIZZES 20%

RESEARCH PAPER 10%

**BIBLIOGRAFÍA**

Moving Boxes by Air: The Economics of International Air Cargo by Peter S. Morrell (2011).



## GUÍA DOCENTE

Año académico	2024-2025	
Estudio	Certificado de Formación Permanente en International Studies	
Nombre de la asignatura	A BORDER IS A STORY	
Carácter (Obligatoria/Optativa)	optativa	
Créditos (1 ECTS=25 horas)	4,5	
Modalidad (elegir una opción)	X	Presencial (más del 80% de las sesiones son presenciales)
		Híbrida (sesiones on-line entre el 40% y 60%, resto presencial)
		Virtual (al menos el 80% de las sesiones son on-line o virtuales)
Profesor/a responsable	Daniel Alan Runnels	
Idioma en el que se imparte	Inglés	

### PROFESORES IMPLICADOS EN LA DOCENCIA

Daniel Alan Runnels

### DISTRIBUCIÓN DE CRÉDITOS (especificar en horas)

Número de horas presenciales/on-line asistencia profesor/a	40
Número de horas de trabajo personal del estudiante	72,5
Total horas	112,5

### CONTENIDOS (Temario)

In this course, our goal will be to consider borders, taking up lines of inquiry that come from political thought, philosophy, literature, and film. This course does not purport to solve complex issues or definitively answer longstanding and complicated questions about borders; our task is, rather, to think about borders. We will therefore engage in a serious and sustained reflection on a number of problems that have preoccupied scholars, artists, and policymakers who think about borders and related questions of sovereignty, movement, place, citizenship, identities, and more. As with any complex social and political issue, there are a wide range of views regarding what borders are and what they do. For some, national borders are natural and necessary demarcations between sovereign nations. For others, borders are cultural and political constructs that exacerbate false divisions. Framing the border as a story, we will examine how its characters, events, and themes vary depending on the teller and their interests.

### COMPETENCIAS ESPECÍFICAS (indicar un mínimo de tres y máximo de cinco)

- 1: Analyze competing discourses about the US/Mexico border
- 2: Engage in comparative analysis about border regions in Spain and around the world
- 3: Research and present original analysis of borders in both written work and oral presentations

## EVALUACIÓN

PARTICIPATION 20%  
ACTIVITIES AND FIELD TRIPS 10%  
TASKS AND ASSIGNMENTS 20%  
EXAMS 25%  
QUIZZES 10%  
ORAL PRESENTATION 15%

## BIBLIOGRAFÍA

“A Struggle of Borders,” “A Tolerance for Ambiguity,” “The Crossroads,” “The Mestiza Way,” from *Borderlands/La Frontera*, Gloria Anzaldúa

[https://www.academia.edu/50883334/Borderlands\\_La\\_Frontera\\_The\\_New\\_Mestiza\\_Gloria\\_E\\_Anzald%C3%BAa](https://www.academia.edu/50883334/Borderlands_La_Frontera_The_New_Mestiza_Gloria_E_Anzald%C3%BAa)

“Theorizing Borders: An Interdisciplinary Perspective” from *Geopolitics*, Emmanuel Brunet-Jailly

[https://scholar.google.es/scholar?q=%E2%80%9CTheorizing+Borders:+An+Interdisciplinary+Perspective%E2%80%9D+from+Geopolitics,+Emmanuel+Brunet-Jailly&hl=es&as\\_sdt=0&as\\_vis=1&oi=scholart](https://scholar.google.es/scholar?q=%E2%80%9CTheorizing+Borders:+An+Interdisciplinary+Perspective%E2%80%9D+from+Geopolitics,+Emmanuel+Brunet-Jailly&hl=es&as_sdt=0&as_vis=1&oi=scholart)

“Law and B/Order: From the Self-Defeating Logics of Border Enforcement to the Politics of Sanctuary” from *Angelaki*, Andrés Guzmán

<https://www.tandfonline.com/doi/abs/10.1080/0969725X.2019.1684706>

“Isolation and Intimacy in the Sonoran Desert” from *Literary Geographies*, Lacey Schauwecker

<https://www.literarygeographies.net/index.php/LitGeogs/article/view/298>

“Reflections on Border Theory, Culture, and the Nation” from *Border Theory*, Alejandro Lugo

<https://narratinglafrontera.wordpress.com/wp-content/uploads/2013/01/alejandro-lugo-reflections-on-border-theory-culture-and-the-nation.pdf>

“A New Map for North America: Defining the Border” from *Line in the Sand: A History of the Western U.S.-Mexico Border*, Rachel St. John

<https://academic.oup.com/princeton-scholarship-online/book/23932/chapter-abstract/185262109?redirectedFrom=fulltext>

**GUÍA DOCENTE**

Año académico	2024-2025	
Estudio	Certificado de Formación Permanente en International Studies	
Nombre de la asignatura	GLOBAL PERSPECTIVES ON HUMAN RIGHTS AND TECHNOLOGY	
Carácter (Obligatoria/Optativa)	optativa	
Créditos (1 ECTS=25 horas)	4,5	
Modalidad (elegir una opción)	X	Presencial (más del 80% de las sesiones son presenciales)
		Híbrida (sesiones on-line entre el 40% y 60%, resto presencial)
		Virtual (al menos el 80% de las sesiones son on-line o virtuales)
Profesor/a responsable	Shantia Kerr Sims.	
Idioma en el que se imparte	Inglés	

**PROFESORES IMPLICADOS EN LA DOCENCIA**

Shantia Kerr Sims.

**DISTRIBUCIÓN DE CRÉDITOS (especificar en horas)**

Número de horas presenciales/on-line asistencia profesor/a	40
Número de horas de trabajo personal del estudiante	72,5
Total horas	112,5

**CONTENIDOS (Temario)**

Through this course, students will engage in a comprehensive examination of the intersection between global human rights and technology. Students will explore the implications of technological advancements on the promotion, protection, and documentation of human rights worldwide. Topics covered include digital privacy, cybersecurity, internet governance globally, social media and freedom of expression, emerging technologies and future Implications for human rights, and the role of technology in facilitating activism and advocacy for human rights. Through case studies, discussions, and hands-on activities, students will develop critical thinking skills and practical strategies for addressing human rights in diverse cultural, political, and technological contexts.

**COMPETENCIAS ESPECÍFICAS (indicar un mínimo de tres y máximo de cinco)**

1: Students will acquire a deep understanding of the principles related to human rights. They will identify the different dimensions of human rights and their relevance to technology, including civil, political, economic, social, and cultural rights.

2: Communication: Students will enhance their communication skills (written and oral). Research papers, case study analyses, and class presentations will be used for this competency.

3: Future Trends and Preparedness: Students will gain insights into emerging technologies and their potential impact on human rights. Ethical and policy implications, and develop strategies for addressing the human rights challenges associated with advancing technologies.

#### **EVALUACIÓN**

PARTICIPATION 30%  
ACTIVITIES AND FIELD TRIPS 10%  
TASKS AND ASSIGNMENTS 20%  
MIDTERM EXAM 5%  
FINAL EXAM 5%  
QUIZZES 10%  
RESEARCH PAPER 10%  
ORAL PRESENTATION 10%

#### **BIBLIOGRAFÍA**

ACLU,  
Privacy & Technology Court cases, American Civil Liberties Union. (n.d.). <https://www.aclu.org/court-cases?issue=privacy-technology#:~:text=Carpenter%20v.,on%20probable%20cause%20is%20required>. (accessed March 18, 2024).

## GUÍA DOCENTE

Año académico	2024-2025	
Estudio	Certificado de Formación Permanente en International Studies	
Nombre de la asignatura	VICTIMOLOGY	
Carácter (Obligatoria/Optativa)	optativa	
Créditos (1 ECTS=25 horas)	4,5	
Modalidad (elegir una opción)	X	Presencial (más del 80% de las sesiones son presenciales)
		Híbrida (sesiones on-line entre el 40% y 60%, resto presencial)
		Virtual (al menos el 80% de las sesiones son on-line o virtuales)
Profesor/a responsable	Kimberly Ann Hilby	
Idioma en el que se imparte	Inglés	

### PROFESORES IMPLICADOS EN LA DOCENCIA

Kimberly Ann Hilby

### DISTRIBUCIÓN DE CRÉDITOS (especificar en horas)

Número de horas presenciales/on-line asistencia profesor/a	40
Número de horas de trabajo personal del estudiante	72,5
Total horas	112,5

### CONTENIDOS (Temario)

This course provides a study of the history of victimization as well as its role within the criminal justice system. The impact and consequences of victimization on an individual and societal level will be evaluated. Categories of victimization (such as homicide, sexual, intimate partner, and child) will be examined. Resources available to victims as well as the role of restorative justice and victims' rights will also be addressed. Upon successful completion of this course, students will understand basic terms and concepts associated with victimology, analyze and assess the categories of victimization, and describe the development and growth of restorative justice in the criminal justice system.

### COMPETENCIAS ESPECÍFICAS (indicar un mínimo de tres y máximo de cinco)

- 1: Identify terms and concepts involved with Victimology.
- 2: Describe and discuss the historical development of Victimology as a sub-field within the field of Criminal Justice.
- 3: Describe and discuss the historical development of Victimology as a sub-field within the field of Criminal Justice.

**EVALUACIÓN**

Activity Outside of the of the Classroom 10%  
Short Quizzes, Essays, and Homework 25%  
Cumulative Quizzes 25%  
Paper and Final Project Presentation 20%  
Class Participation 20%

**BIBLIOGRAFÍA**

Victimology – Legal, Psychological, and Social Perspective -5<sup>th</sup> Ed Harvey Wallace & Cliff Robertson 2021

## GUÍA DOCENTE

Año académico	2024-2025	
Estudio	Certificado de Formación Permanente en International Studies	
Nombre de la asignatura	A COMPARATIVE LOOK AT COURTS AROUND THE WORLD	
Carácter (Obligatoria/Optativa)	optativa	
Créditos (1 ECTS=25 horas)	4,5	
Modalidad (elegir una opción)	X	Presencial (más del 80% de las sesiones son presenciales)
		Híbrida (sesiones on-line entre el 40% y 60%, resto presencial)
		Virtual (al menos el 80% de las sesiones son on-line o virtuales)
Profesor/a responsable	Gale Danetta Iles	
Idioma en el que se imparte	Inglés	

### PROFESORES IMPLICADOS EN LA DOCENCIA

Gale Danetta Iles

### DISTRIBUCIÓN DE CRÉDITOS (especificar en horas)

Número de horas presenciales/on-line asistencia profesor/a	40
Número de horas de trabajo personal del estudiante	72,5
Total horas	112,5

### CONTENIDOS (Temario)

Using Spain and the United States as model countries, this course will explore the similarities and differences of court systems around the world. Special attention will be devoted to legal traditions, structure and functions of courts, actors in the courtroom, the rights of the accused, criminal procedures, and a critical analysis of the concept of “justice” in sentencing decisions. Court visits, guest speakers, and videos will be used to supplement student learning.

### COMPETENCIAS ESPECÍFICAS (indicar un mínimo de tres y máximo de cinco)

- 1 Discuss the importance of studying the legal systems of other countries
- 2 Compare and contrast the structure and functions of courts around the world
- 3 Identify the legal actors commonly found in the courtroom and explain their role/duties

### EVALUACIÓN

A PowerPoint presentation 40%  
 Weekly Quizzes 25%  
 In-class activities 20%  
 Class Participation 15%

**BIBLIOGRAFÍA**

Bozorgi, M. (2023). Investigating the role of culture in legal practices in Spain. *AIS: Ars Juris Salmanticensis*, 11(1). 101-116. <https://doi.org/10.14201/AIS202311100000>.

Canivell, J.M. (1993). World Factbook of Criminal Justice Systems – Spain. Bureau of Justice Statistics. <https://bjs.ojp.gov/content/pub/pdf/wfbcjssp.pdf>

Dammer, H.R., & Albanese, J.S. (2014). Chapter 1- Introduction. In *Comparative Criminal Justice Systems (5<sup>th</sup> ed)*, 1-13. Belmont, CA: Wadsworth.  
Chapter 3 – Families of Law, 38-64.



## GUÍA DOCENTE

Año académico	2024-2025	
Estudio	Certificado de Formación Permanente en International Studies	
Nombre de la asignatura	INTERSECTIONALITY AND CRIME	
Carácter (Obligatoria/Optativa)	optativa	
Créditos (1 ECTS=25 horas)	4,5	
Modalidad (elegir una opción)	X	Presencial (más del 80% de las sesiones son presenciales)
		Híbrida (sesiones on-line entre el 40% y 60%, resto presencial)
		Virtual (al menos el 80% de las sesiones son on-line o virtuales)
Profesor/a responsable	Toya Zullema Like	
Idioma en el que se imparte	Inglés	

### PROFESORES IMPLICADOS EN LA DOCENCIA

Toya Zullema Like

### DISTRIBUCIÓN DE CRÉDITOS (especificar en horas)

Número de horas presenciales/on-line asistencia profesor/a	40
Número de horas de trabajo personal del estudiante	72,5
Total horas	112,5

### CONTENIDOS (Temario)

This course explores the ways in which identity and status characteristics such as race, ethnicity, gender and class impact crime and justice outcomes. Primacy will be given to the intersection of these identities on experiences with violence, in particular.

### COMPETENCIAS ESPECÍFICAS (indicar un mínimo de tres y máximo de cinco)

- 1 Upon completion of this course, students will understand the process of identity formation and its alignment with status characteristics like race, ethnicity, gender and class.
- 2 Upon completion of this course, students will be able to identify and demonstrate the ways in which identity and status characteristics influence experiences with violence, both as victims and perpetrators of such.
- 3 Students should also have some familiarity with or understanding of ascribe statuses such as race, class and gender.

### EVALUACIÓN

Evaluación continua

**BIBLIOGRAFÍA**

Violence at the Intersection. The Interlocking Impact of Race, Ethnicity, Gender, and Class on Risk and Resilience.  
Toya Like, 2024.