

Gender and Violence

WGSS 350 - 002
American University
Spring 2015
11:45 am – 2:25 pm
SIS 355

Instructor

Mahri Irvine, PhD

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Office Hours: by appointment

Communication Policies

I will do my best to respond to your emails or phone calls in a timely manner. However, please plan for at least a 24-hour response time. I do not answer phone calls or emails on the weekend. This means you need to plan ahead when you contact me. I communicate primarily through email. You are responsible for regularly checking your AU email for any emails I might send regarding our course, the syllabus, etc.

Course Overview

This course addresses gender-based violence including sexual assault, intimate partner violence, and stalking from a historical, sociological, and legal perspective. Readings emphasize current issues and responses and include an analysis of the dynamics of gender-based violence within diverse racial, ethnic, socioeconomic backgrounds, sexual orientations, and immigrant statuses.

This is a discussion based, reading- and writing-intensive course. Be prepared to read a substantial number of pages each week. If you have difficulties reading or writing at the college level, please see me immediately.

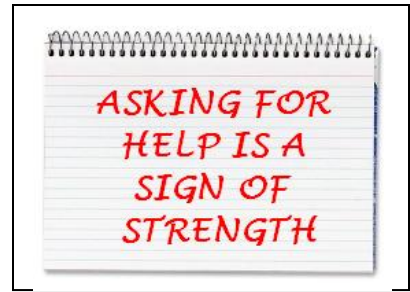
Trigger Warning:

We will discuss many potentially upsetting topics during our time together. It is your responsibility to look through the syllabus *in advance* and notify me if you think you might become triggered or overly upset by certain topics. Please see me immediately if you feel that you will have difficulties attending class or completing assignments. If you do become triggered or experience challenges during the semester, it is your responsibility to let me know ASAP so I can help you access appropriate resources.

If you need to talk to somebody, you can call 1-800-656-HOPE at any time! (24/7!)

Campus Resources

I want you to succeed in this class! If you start feeling overwhelmed or anxious from this class or because of other life events, please consider contacting these resources:



Academic Support

You can take advantage of the Academic Support and Access Center for individual academic counseling, skills workshops, tutor referrals, Supplemental Instruction, and writing appointments:

202-885-3360
MGC 243

Counseling Services

202-885-3500
MGC 214

Disability Services

If you have a disability and would like to talk with someone about making arrangements for accommodations, or if you have questions, please contact the Academic Support and Access Center:

202-885-3360
MGC 243

If you wish to receive accommodations for a disability, please notify me with a letter from the Academic Support and Access Center. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is requested. If you have a disability documented with the Academic Support and Access Center, you should talk with me during the first two weeks of classes – even if you do not plan on using your accommodations. Any accommodations for exams (such as extra time or a separate location) must be arranged at least fourteen days prior to the exam.

Sexual Assault Resources

If somebody sexually assaults you, there are many people who can give you help and support:

Daniel Rappaport, Sexual Assault Prevention Coordinator: 202-885-3055 or rappapor@american.edu
National Hotline: 1-800-656-HOPE (online chat: www.rainn.org)
DC Rape Crisis Hotline: 202-333-7273
Public Safety: 202-885-3636
Police and Hospital: 911

Writing Resources

If you want to work on your writing skills, please visit:

Writing Center in the library, first floor
Writing Lab in MGC 243

Learning Objectives

By the end of this course, you should be able to:

1. Explain the gendered dimensions of violence and inequality.
2. Understand the rates of gender-based violence in the United States and in other countries, how data about violence is collected, and the challenges of accurately assessing rates of violence.
3. Explain the differences and overlaps between various forms of gender-based violence crimes.
4. Understand and explain the various social and legal challenges that survivors of gender-based violence face.
5. Understand and explain the psychological and physical impacts of gender-based violence on survivors.
6. Discuss characteristics of perpetrators of gender-based violence and why some people commit these crimes.
7. Understand and explain how intersectional oppressions impact individual survivors and communities in different ways.
8. Clearly and logically articulate your opinions and arguments by synthesizing information from multiple class sources and academic resources.
9. Demonstrate your critical thinking skills by making connections and exploring similarities and differences between the theories and arguments presented by authors, film makers, classmates, and your professor.
10. Understand your own feelings about gender and violence, and identify how this class has impacted your intellectual growth and emotional frame of mind.

At the end of this course, you will have: 1) increased knowledge about various issues related to sexual violence, domestic violence, and stalking; and 2) improved critical thinking, speaking, reading, and writing skills through close analyses of texts and films, classroom participation, self-care, and writing assignments.



http://www.slate.com/content/dam/slate/articles/news_and_politics/jurisprudence/2012/05/120517_JURIS_StopViolence.jpg.CROP.rectangle3-large.jpg

Assignments

You will receive assignment sheets with details about each assignment. Grading rubrics and assignment sheets are available on Blackboard.

Assignment	Percent of Grade	Deadline
Participation and Attendance	20%	Ongoing
Response Papers (4)	20%	Varies
Webinar Report	10%	February 4
Personal Reflection Essay	20%	April 22
Community Education Project	30%	April 29

Grading Scale

93% - 100%	A	(amazing!)	77% - 79%	C+	(meh)
90% - 92%	A-	(wonderful!)	73% - 76%	C	(ugh)
87% - 89%	B+	(very, very good!)	70% - 72%	C-	(oh, dear)
83% - 86%	B	(good)	60% - 69%	D	(very, very bad)
80% - 82%	B-	(pretty good)	0% - 59%	F	(a waste of tuition)

Automatic Course Failure

If you plagiarize or cheat on any type of assignment, you may automatically earn an F in the class, and I will report you to the administration. Please avoid earning an F! Plagiarism/cheating is *never* the appropriate way to deal with your challenges! If you are having problems with assignments or the class, it is your responsibility to come talk with me.

Late Policy

All assignments are due at the beginning of class (11:45 am) on the day listed on the syllabus. Do not ditch part or all of class to finish an assignment, because I will not accept assignments past 11:45 am on the day listed on the syllabus. If you have a printer emergency or some other type of emergency, you may email me the electronic copy of your assignment before 11:45 am, and then bring me a hard copy of the assignment ASAP. I may accept late assignments in the case of *documented* transportation or medical emergencies (at my discretion). This is because, in the “real world” outside of college, deadlines matter. While you are in college, you should learn to take deadlines seriously and organize your schedule to make sure that you can get your work done in a timely manner. If you start working on an assignment and realize you will have difficulties finishing it in time, you should talk to me *immediately* for advice. If you contact me just a few days before an assignment is due, it is extremely unlikely that I will give you an extension.

What you can expect from me

I will strive to:

- create a challenging and engaged learning environment
- encourage you to learn about new ideas and concepts, develop your intellectual abilities, and strengthen your critical thinking skills
- encourage you to critically think about how cultural values have influenced your knowledge and understanding about gender-based violence
- give you clear guidelines for how to succeed in this class, including grading rubrics for the assignments
- provide you with helpful feedback about your writing and your ideas
- meet with you to discuss your work when you request assistance or guidance

What I expect from you

During this course, you should:

- read the syllabus carefully and plan out your schedule to meet all deadlines
- refer to the syllabus and assignment sheets if you have questions about due dates or course requirements
- commit to following the course guidelines and meeting the course objectives
- interact with other students and the instructor in a respectful, mature, and thoughtful manner
- thoroughly read the assigned articles; be prepared to actively participate in discussions
- contact me immediately if you are having difficulties with the material, or other issues in life, which might negatively impact your grade or class participation
- avoid anxiety about your grades; instead, focus on doing the assigned work and actively participate in class
- prepare yourself for dealing with emotionally difficult subjects, monitor your emotional state of mind, and practice self-care to help yourself feel better
- respect the privacy of our classroom environment: do not record class discussions or lectures and share them publicly, and do not forward class-related emails to other people. In other words, treat your classmates and professor with respect and professional courtesy.

Class as Community

This class is a community, as well as a space for intellectual and emotional exploration. Many of the topics we discuss may be upsetting, triggering, or emotionally charged. A diversity of opinions contributes to an intellectually challenging classroom environment. The success of the class as a whole depends on each person supporting, encouraging, and respecting other people in the class. Continuing discussion outside of class is highly encouraged, but please respect the privacy of your peers; do not share their stories or insights without their permission.

Academic Honesty and Ethical Conduct

Please do not commit any acts of academic dishonesty. Academic dishonesty includes cheating, plagiarism, falsification, and resubmission of work. All of these forms of dishonesty ultimately hurt you, because you will not actually be learning our course content or strengthening your writing or thinking skills if you just steal someone else's ideas or words. Additionally, when you act dishonestly, you will weaken other people's trust in your character and your abilities. Being dishonest will ultimately do you more harm than good: cheating isn't worth it! If you have questions about how to properly paraphrase other people's ideas or statements, if you do not know how to properly use citations/references, or if you do not know when to use quotation marks, please ask me, a librarian, or someone else for help. Standards of academic conduct are set forth in the University's Academic Integrity Code. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary actions will be taken should such violations occur.

Emergency Preparedness

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/ college-specific information.

Family Obligations

If you face the choice of attending class, or staying home to provide childcare or care for someone who is dependent upon you, please contact me to make arrangements to bring your dependent family member to class with you, if this is a feasible option. I value your presence in the classroom and want to make sure that you are able to attend.

Schedule of Class Meetings

January 14

Course Overview and Introductions

Readings	Assignments Due	Activities
		Introductions Film: <i>From Fear to Freedom</i>

January 21

Defining Gender-Based Violence and Human Rights

Readings	Assignments Due	Activities
Bunch article Morgaine article Thomas and Beasley article	Response Paper A (if applicable)	Lecture Discussion Film: <i>Africa Rising</i>

January 28

Stalking: Who are the Victims?

Readings	Assignments Due	Activities
Fisher, et. al. article Galeazzi, et. al. article Tamborra article	Response Paper A (if applicable)	Lecture Discussion CEP Meeting

February 4

Stalking: Who are the Perpetrators?

Readings	Assignments Due	Activities
Lyndon, et. al. article MacKenzie and James article Meloy, et. al. article	Webinar Report Response Paper A (if applicable)	Lecture Self-Care: Journaling

February 11

Domestic Violence: Who are the Victims?

Readings	Assignments Due	Activities
Hardesty, et. al. article Ptacek chapter Weitzman article	CEP Proposal w/List of Sources Response Paper B (if applicable)	Lecture Discussion Film: <i>Power and Control</i>

February 18

Domestic Violence: Who are the Victims?

Readings	Assignments Due	Activities
Potter chapters 3 – 7	Response Paper B (if applicable)	Discussion Film: <i>Sin by Silence</i>

February 25

Domestic Violence: Who are the Perpetrators?

Readings	Assignments Due	Activities
Anderson and Umberson article Dobash and Dobash article Kimmel article	Response Paper B (if applicable)	Lecture Discussion Self-Care: Guided Meditation by Ms. Aurora Hutchinson (The Mindfulness Center)

March 4

Sexual Violence: Who are the Victims?

Readings	Assignments Due	Activities
Brown article Trammel article Welsh, et. al. article Fanflik report (not required)	CEP Annotated Bibliography Response Paper C (if applicable)	Lecture Discussion Film: <i>Boys and Men Healing</i>

March 11

No class: enjoy spring break!

March 18

Sexual Violence: Who are the Perpetrators?

Readings	Assignments Due	Activities
Basile, et. al. article Foubert, et. al. article Scully and Marolla article	Response Paper C (if applicable)	Lecture Discussion Guest Speaker: Ms. Francesca Cameron (American University)

March 25

Violence in Prostitution and Sex “Work”

Readings	Assignments Due	Activities
Farley article Raphael and Shapiro article Stark and Hodgson article	Response Paper C (if applicable)	Lecture Discussion Film: <i>The Price of Sex</i>

April 1

Perpetrators in War

Readings	Assignments Due	Activities
Nordstrom chapter		Lecture Discussion Film: <i>The Invisible War</i> CEP Meeting

April 8

No class: use your time wisely to work on assignments!

April 15

Violence in War and at Home

Readings	Assignments Due	Activities
Nesauale book	Response Paper D	Discussion Self-Care: Art Therapy

April 22

Changing Cultures: Preventing Men's Violence Against Women and Girls

Readings	Assignments Due	Activities
Parra-Cardona, et. al. article Piccigallo, et. al. article	Personal Reflection Essay	Lecture Discussion CEP Meeting

April 29

Community Education Project Presentations

Readings	Assignments Due	Activities
	CEP Report	CEP Class Presentations 11:45 am – 2:15 pm



<http://static.guim.co.uk/sys-images/Guardian/Pix/pictures/2013/1/1/1357044457307/Delhi-protest-for-gang-ra-006.jpg>

Class Readings

All articles are posted on Blackboard in the weekly folders. You can purchase books at the bookstore or online.

These citations are listed in AAA citation style. You should copy these citations to use for your Works Cited pages. Be sure to use the AAA in-text citation style in your papers.

Anderson, Kristin L. and Debra Umberson

2001 Gendering Violence: Masculinity and Power in Men's Accounts of Domestic Violence. *Gender and Society* 15(3):358-380.

Basile, Kathleen C., Dorothy L. Espelage, Ian Rivers, Pamela M. McMahon, and Thomas R. Simon

2009 The Theoretical and Empirical Links between Bullying Behavior and Male Sexual Violence Perpetration. *Aggression and Violent Behavior* 14(6):336-347.

Brown, Roderick

2012 Corrective Rape in South Africa: A Continuing Plight Despite an International Human Rights Response. *Annual Survey of International and Comparative Law* 18:45-66.

Bunch, Charlotte

1990 Women's Rights as Human Rights: Toward a Re-Vision of Human Rights. *Human Rights Quarterly* 12(4):486-498.

Dobash, R. Emerson and Russell P. Dobash

2011 What Were They Thinking? Men Who Murder an Intimate Partner. *Violence Against Women* 17(1):111-134.

Fanflik, Patricia L.

2007 Victim Responses to Sexual Assault: Counterintuitive or Simply Adaptive?: National District Attorneys Association.

Farley, Melissa, Jan Macleod, Lynn Anderson, and Jacqueline M. Golding

2011 Attitudes and Social Characteristics of Men Who Buy Sex in Scotland. *Psychological Trauma: Theory, Research, Practice, and Policy* 3(4):369-383.

Fisher, Bonnie S., Leah E. Daigle, and Francis T. Cullen

2010 Being Pursued: The Stalking of Female Students. *In Unsafe in the Ivory Tower*. Pp. 155-175. Thousand Oaks, CA: Sage Publications, Inc.

Foubert, John D., Matthew W. Brosi, and R. Sean Bannon

2011 Pornography Viewing among Fraternity Men: Effects on Bystander Intervention, Rape Myth Acceptance and Behavioral Intent to Commit Sexual Assault. *Sexual Addiction and Compulsivity: The Journal of Treatment and Prevention* 18(4):212-231.

- Galeazzi, Gian M., Ales Bucar-Rucman, Laura DeFazio, and Anne Groenen
 2009 Experiences of Stalking Victims and Requests for Help in Three European Countries. A Survey. *European Journal of Criminal Policy Research* 15:243-260.
- Goodman, Lisa, Katya Fels, and Catherine Glenn
 2006 No Safe Place: Sexual Assault in the Lives of Homeless Women. VAWnet: The National Online Resource Center on Violence Against Women.
- Hardesty, Jennifer L., Ramona F. Oswald, Lyndal Khaw, and Carol Fonseca
 2011 Lesbian/Bisexual Mothers and Intimate Partner Violence: Help Seeking in the Context of Social and Legal Vulnerability. *Violence Against Women* 17(1):28-46.
- Kimmel, Michael S.
 2002 "Gender Symmetry" in Domestic Violence: A Substantive and Methodological Research Review. *Violence Against Women* 8(11):1332-1363.
- Lyndon, Amy, Jennifer Bonds-Raacke, and Alyssa D. Cratty
 2011 College Students' Facebook Stalking of Ex-Partners. *Cyberpsychology, Behavior, and Social Networking* 14(12):711-716.
- MacKenzie, Rachel D. and David V. James
 2011 Management and Treatment of Stalkers: Problems, Options, and Solutions. *Behavioral Sciences and the Law* 29:220-239.
- Meloy, J. Reid, Kris Mohandie, and Mila Green
 2011 The Female Stalker. *Behavioral Sciences and the Law* 29:240-254.
- Morgaine, Karen
 2011 "How Would That Help Our Work?": The Intersection of Domestic Violence and Human Rights in the United States. *Violence Against Women* 17(1):6-27.
- Nesaule, Agate
 1997 A Woman in Amber: Healing the Trauma of War and Exile
- Nordstrom, Carolyn
 1999 Girls and War Zones: Troubling Questions. *In Engendering Forced Migration: Theory and Practice*. Doreen Indra, ed. Pp. 63-82. New York: Berghahn Books.
- Parra-Cardona, Jose Ruben, Ana Rocio Escobar-Chew, Kendal Holtrop, Georgia Carpenter, Ricardo Guzman, Dolores Hernandez, Efrain Zamudio, and Dolores Gonzalez Ramirez
 2013 "En el Grupo Tomas Conciencia (In Group You Become Aware)": Latino Immigrants' Satisfaction With a Culturally Informed Intervention for Men Who Batter. *Violence Against Women* 19(1):107-132.

- Piccigallo, Jacqueline R., Terry G. Lilley, and Susan L. Miller
2012 "It's Cool to Care about Sexual Violence": Men's Experiences with Sexual Assault Prevention. *Men and Masculinities* 15(5):507-525.
- Potter, Hillary
2008 *Battle Cries: Black Women and Intimate Partner Abuse*. New York: New York University Press.
- Ptacek, James
1999 Women's Experiences Seeking Restraining Orders. *In Battered Women in the Courtroom: The Power of Judicial Responses*. Pp. 136-167. Boston: Northeastern University Press.
- Raphael, Jody and Deborah L. Shapiro
2004 Violence in Indoor and Outdoor Prostitution Venues. *Violence Against Women* 10(2):126-139.
- Scully, Diana and Joseph Marolla
1984 Convicted Rapists' Vocabulary of Motive: Excuses and Justifications. *Social Problems* 31(5):530-544.
- Stark, Christine and Carol Hodgson
2004 Sister Oppressions. *Journal of Trauma Practice* 2(3-4):16-32.
- Tamborra, Tracy
2012 Poor, Urban, Battered Women Who are Stalked: How Can We Include Their Experiences? *Feminist Criminology* 7(2):112-129.
- Thomas, Dorothy Q. and Michele E. Beasley
1993 Domestic Violence as a Human Rights Issue. *Human Rights Quarterly* 15(1): 36-32.
- Trammell, Rebecca
2011 Symbolic Violence and Prison Wives: Gender Roles and Protective Pairing in Men's Prisons. *The Prison Journal* 91(3):305-324.
- Weitzman, Susan
2000 "This Doesn't Happen to People Like Us..." *In "Not to People Like Us": Hidden Abuse in Upscale Marriages*. Pp. 17-35. New York: Basic Books.
- Welsh, Sandy, Jacquie Carr, Barbara MacQuarrie, and Audrey Huntley
2006 "I'm Not Thinking of it as Sexual Harassment": Understanding Harassment across Race and Citizenship. *Gender and Society* 20(1):87-104.



<http://feathersandbutterflies.files.wordpress.com/2014/01/delhi-rape-protest.gif>

Class Films

Barbini, Kathy

2011 Boys and Men Healing. 59 min. Big Voice Pictures.

Bergeron, Deb

2012 From Fear to Freedom: Ending Violence Against Women. 42 min. Women's Learning Partnership. Rainlake Productions. Online bookmark

Bleasdale, Marcus

2011 Rape, a Weapon of War: Destroying the Glue of a Society. 10 min. Economist Magazine.

Chakarova, Mimi

2011 The Price of Sex. 73 min. Women Make Movies. New York.

Cohn, Peter

2010 Power and Control: Domestic Violence in America. 64 min. New Day Films.

Heredia, Paula

2009 Africa Rising: The Grassroots Movement to End Female Genital Mutilation. 62 min. Women Make Movies. New York.

Klaus, Olivia

2009 Sin By Silence. 49 minutes. New York: Women Make Movies.



http://www.thenation.com/sites/default/files/slutwalk_protest_ap_FB.jpg