

Gender and Violence

WGSS 350 - 0100L

American University
Spring 2016, Online

Dr. Mahri Irvine



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About your Professor

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Website: www.mahri-irvine.com

Office Phone: 317-274-2501 (9 am – 5 pm EST)

Cell Phone: 240-462-6214 (please, no texting!)

Google Hangout ID: *mahri.irvine*

Facetime ID: *mahri.irvine@gmail.com*

Skype ID: *dmgirl82*

Office Hours: By appointment; just email me to set up a time to talk

Communication Policies

I will do my best to respond to your emails or phone calls in a timely manner. Please plan for at least a 24-hour response time. I communicate primarily through email, but I am also available by phone, Skype, Facetime, and Google Hangout. You are responsible for regularly checking your AU email for messages that I will send regarding our course. I will usually send at least one email or announcement each week.

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-intensive course. You should be prepared to actively participate in class discussion every week, and you should be prepared to read a substantial number of pages each week. If you have difficulties reading or writing at the college level, please talk with me immediately. If I recommend that you visit the Writing Center, do not feel offended. I care about your writing skills because improving your writing skills will help you succeed in your future classes and jobs.

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 contact me immediately if you feel that you will have difficulties completing assignments because of emotional or psychological distress. If you do become triggered or if you 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!)

Faculty Reporting Obligations for Gender-Based Violence

From AU:

American University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, sexual assault, and stalking. The university is an equal opportunity, affirmative action institution that operated in compliance with applicable laws and regulations, and does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information or any other bases under federal or local laws in its programs and activities. If you experience any of the above, you have the option of filing a report with the [AU Department of Public Safety](#) 202-885-2527 or the [Office of the Dean of Students](#) 202-885-3300 dos@american.edu. Please keep in mind that all faculty and staff - with exception of counselors in the Counseling Center, victim advocates in the Wellness Center, medical providers in the Student Health Center, and ordained clergy in the Kay Spiritual Life Center - who are aware of or witness this conduct are required to report this information to the university, regardless of the location of the incident.

From Dr. Irvine:

Because of legal requirements, I am labeled as a “responsible employee” when it comes to students telling me about surviving sexual violence, intimate partner violence, stalking, or other violent crimes – even if those crimes were committed years ago, outside of the context of the university setting. This means that **if you tell me that you have ever survived an act of violence or abuse, even if somebody harmed you off campus or many years ago, I am required to share at least some of that information with AU’s Title IX Coordinator. Whether you share this information during a class discussion or in a written assignment because you simply want to discuss your experiences, or whether you come directly to me because you are asking me for help, I am required to contact the Title IX Coordinator.** Please be aware of my status as a mandated reporter; if you do not want me to share information with the Title IX Coordinator, please be cautious about the types of stories that you share with me, in any context. You can learn more about Title IX legal requirements [here](#).

The university’s rationale for requiring faculty members to share this information is because in the past, some faculty members at some universities failed to appropriately respond to their students’ disclosures of surviving violence, and they did not provide them with appropriate resources and information. You have probably read about some of these situations in news stories or on social media. So, this is why AU wants all faculty members to share information about their students, because AU needs to know that all students are receiving consistent and appropriate levels of support.

What will happen when I share your survivor status with the Title IX Coordinator? That person, or another university staff member, will reach out to you by email or phone to provide you with important resources like information about counseling, ask you if you need help, and ask you to

come in and talk with someone. In most situations, the only people who should know about your survivor status will be the Title IX Coordinator and perhaps a few other administrators or staff members. You can contact the Title IX Coordinator at TitleIX@american.edu or 202-885-3300 if you have any questions about issues related to your confidentiality, university procedures, or your legal rights.

This reporting requirement puts us into an interesting situation in this class, because obviously, we focus specifically on violence, trauma, and abuse, and these are issues that have impacted many of our lives. I believe that faculty members should not be required to report this information, at least not if those faculty members are teaching classes like “Gender and Violence,” in which these topics frequently come up during discussions or in assignments. However, I need to obey the rules, so I will share your information with the Title IX Coordinator because I’m required to do so.

An Option for You:

If you would prefer to have the freedom to write about your survivor experiences in assignments or discussion board posts, etc., without having to think about me sharing this information, one option is that you can simply tell me up front that you are a survivor of some type of abuse or violence. You can be extremely vague about the information. In turn, I can immediately share that information with the Title IX Coordinator, and that person will contact you. Then you can decide how much information to share with the Title IX Coordinator. This way, we will deal with my reporting obligation up front, and then you can feel free to mention, or not mention, your experiences in assignments or class discussions. This is simply an option for you. Of course, you are NEVER under any obligation to share your personal stories in this class!



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Learning Outcomes (Course Content)

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

1. Define and provide examples of sexual violence, intimate partner violence, and stalking, and explain how these different forms of violence are often connected.
2. Describe the rates of gender-based violence in the United States, describe how data about violence is collected, and explain the challenges of accurately assessing rates of violence.
3. Identify common characteristics of perpetrators of gender-based violence and explain why some people commit violent acts.
4. Identify common characteristics of people who are at high risk of victimization.
5. Explain how cultural belief systems shape people's perceptions of victims and perpetrators.
6. Describe the psychological and physical impact of gender-based violence on victims, and how intersecting oppressions affect victims in different ways.
7. Identify and analyze various social and legal challenges that survivors of gender-based violence face, and provide recommendations for solving these challenges.
8. Identify and evaluate effective strategies or campaigns for preventing violence.
9. Identify and explain how this class has impacted your intellectual growth and your emotional wellbeing.

Learning Outcomes (Skills)

10. Clearly and logically articulate your opinions and arguments by developing well-organized papers and presentations.
11. Synthesize information drawn from class readings, films, lectures, and class activities to develop well-informed ideas and opinions about gender, violence, and inequality.
12. Strengthen your critical thinking skills by making connections and exploring similarities and differences between the theories and research presented by authors, film makers, classmates, and your professor.

Time Commitment and Workload

Even though this class is online, it requires the same amount of time as a regular face-to-face class. You will receive about 2 hours of instruction from me every week (in the form of lectures or documentaries, and feedback on discussion board posts and assignments), and I will expect you to work on assignments and readings for 8 hours each week. All total, you should plan on committing approximately 10 hours each week for this class.

You should expect a steady workload throughout this session. This is a reading- and writing-intensive course. Be prepared to read a substantial number of pages each week.

Important note: once you fall behind in an online class, it is **extremely** difficult to catch up. I recommend that you create a very structured schedule for yourself so that you commit specific times on your calendar for working on this class.

Course Guidelines and FAQs

When do I show up for class?

You have a great deal of independence in this class: as with all classes, you get to select the times you will do the readings and work on homework assignments. You also get to select the times you go online to listen to lectures, watch documentaries, and participate in discussion boards or other online activities. You should definitely check every Monday morning for each week's discussion topic and assignments. In our syllabus, you will see all of the due dates for assignments.

How do I participate?

We will use the Blackboard Discussion Board almost every week. Participation is worth 40% of your course grade; I expect you to post responses to lectures, documentaries, and readings almost every week, and you will also respond to your classmates' comments. In this class, we will strive to create a collegial, friendly, and intellectual environment through our Discussion Board activities. See the Participation assignment sheet for more information.

How is our Blackboard course organized?

You will find all of the weekly readings, lectures, documentaries, and Discussion Board links in each weekly folder. We also have folder for "Small Group Discussions" and a folder for "All-Class Discussions."

How does a typical week work?

Each week starts at 9:00 am EST on Mondays. Discussion Board posts are due by 2:00 pm on Thursdays and Fridays, and other assignments will be due by 2:00 pm on some Fridays.

Each week will involve the same elements:

- Every Monday morning, you should go to Blackboard to see the topic(s) for the week, instructions for the Discussion Board, and other assignments. Of course, all of this information is also available in this syllabus, and in your assignment sheets.
- By 2:00 pm EST on Thursdays, two responses will be due: you will post a response to the week's lecture or documentary, and you will post a response about the week's readings.
- By 2:00 pm EST on Fridays, your responses to your group members' posts are due.
- You will have a Personal Reflection Paper, and a Research Project with several major components; these assignments are due at various times during the semester.

Do you know if I participated online?

The Blackboard system is a great example of Big Brother technology! The system can tell me who logs in, how long, and what they have done. I can even see if you have accessed our class readings. However, I hope to not have to use reports to track your participation – instead, I will mostly rely on your Discussion Board activity and your other assignments to gauge your participation.

Will we ever meet each other in person?

It is very likely that we may never meet each other face-to-face because I live in Indianapolis. However, there are many opportunities for us to talk with each other. You can set up office hours appointments with me through the phone, Google Hangout, Facetime, or Skype. I also assume that you will have several private e-mail conversations with me over the duration of the course. And of course, I will make comments on your assignments and some of your discussion board posts. I really enjoy teaching, and I wish that we could see each other in-person. However, we can still talk with each other, thanks to technology.

This semester, I will be visiting DC for a conference on March 21st – 25th. I will make arrangements to visit AU on one of these days; if you are interested in meeting me in person, let me know. I will make an open meeting time to get together with students from this class, as well as students from my previous classes. This will be a social get-together; it will not be a formal class meeting.

Is this online format easier or more difficult than a regular class?

This class requires the same amount of time as a regular course of study. Students often complain that my classes require too much reading and too many assignments – but at the end of the semester, they also tell me that my courses are some of the best classes they have ever taken. So, apparently, all that reading and work pays off for students at some point! Regardless of how you feel about the workload, you should know that once you fall behind in an online class, it is extremely difficult to catch up. I recommend creating a very structured schedule for yourself so that you commit specific times during the week to work on this class.

What can you, the student, expect from me, your professor?

As your professor, 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 seriously think about how cultural values have influenced your knowledge and understanding of gender-based violence
- give you clear assignment guidelines and grading rubrics
- practice basic netiquette: when emailing you, I will use a form of address like, “Dear Robert” or “Hi Juanita,” and include a relevant subject line for every email
- provide you with helpful feedback about your writing and your ideas
- when requested, meet virtually with you to discuss your work

What do I, your professor, expect from you, the student?

During this course, you should:

- read the syllabus carefully and plan out your schedules to meet all deadlines
- refer to the syllabus, assignment sheets, and Blackboard if you have easily-answered questions about due dates or course requirements
- commit to following the course guidelines
- interact with other students and me in a respectful, mature, and thoughtful manner
- contact me immediately if you are having difficulties with the materials, or other issues in life, which might negatively impact your grades or class participation
- practice basic netiquette: when emailing me use a form of address like, “Dear Professor Irvine” or “Hi Dr. Irvine”, and include a relevant subject line for every email
- prepare yourself for dealing with emotionally difficult subjects, monitor your emotional state of mind, and regularly practice self-care
- respect the privacy of the classroom environment: do not distribute class-related emails, activities, lectures, etc. to other people without the explicit written consent of your classmates and/or me. In other words, you should treat your classmates and professor with respect and professional courtesy

How is this class a community?

This class is a community because we are all in this together – we will be discussing emotionally disturbing, and intellectually challenging, ideas and concepts. Many of the topics we discuss may be upsetting, psychologically 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. Please respect the privacy of your peers. You must ask for your classmates’ explicit written permission if you want to share their presentations, words, or ideas, etc. with people outside of our class. You must also ask me for my permission if you want to share lectures or other class-related documents with people outside of our class.

Required Textbooks and Materials

This class has one required book. The book should be available at the AU bookstore, or you can probably buy it cheaper online through Amazon or half.com.

Trujillo, Olga

2011 The Sum of My Parts: A Survivor’s Story of Dissociative Identity Disorder. Oakland, CA: New Harbinger Publications.

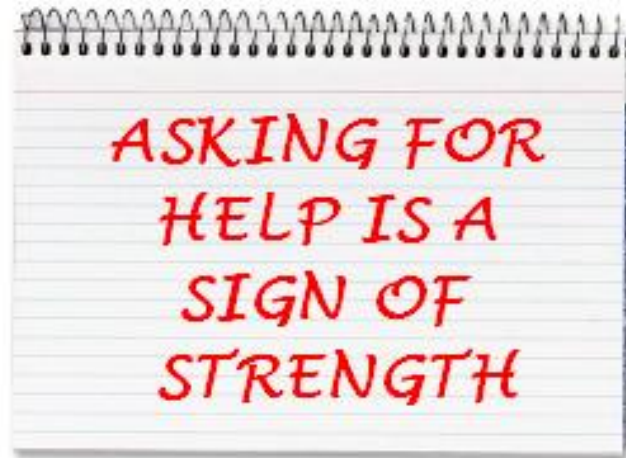
Trigger Warning: This book can be very emotionally difficult to read!

Give yourself enough time to read it slowly, and prepare yourself for a potentially tough time.

You can access all of the other course readings (journal articles and book chapters) through Blackboard; the readings will be posted in each weekly folder. Citations for the readings are listed at the end of this syllabus.

Online and Campus Resources

I want you to succeed in this class! If you start feeling overwhelmed or anxious from this class or life in general, please consider contacting the following resources.



Academic Support and Access Center:

In addition to using the resources available in this course's department, all students may take advantage of individual academic counseling, skills workshops, tutor referrals, Supplemental Instruction, and writing appointments in the [Academic Support and Access Center](#).

- (202) 885-6225
- MGC 243

Center for Diversity & Inclusion:

The [Center for Diversity & Inclusion](#) is dedicated to enhancing LGBTQ, Multicultural, First Generation, and Women's experiences on campus and to advance AU's commitment to respecting & valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy. In addition to visiting in person or calling, the center can be reached via email at cdi@american.edu.

- (202) 885-3651
- MGC 201 & 202

Counseling Center:

The [Counseling Center](#) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

- (202) 885-3500
- MGC 214

Dean of Students Office:

The [Dean of Students Office](#) offers one-on-one meetings to discuss academic, adjustment, and personal issues that may be interfering with a student's ability to succeed academically. The DOS office also verifies documentation for students who have medical or mental health issues that cause them to be absent from class.

- (202) 885-3300
- Butler Pavilion 208

Disability Services:

If you wish to receive accommodations for a disability, please notify me ASAP 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. Any accommodations for assignments or exams (such as extra time) must be arranged at least fourteen days prior to the exam.

- 202-885-3360
- MGC 243

Sexual Violence, Stalking, and Intimate Partner Violence Resources:

If somebody harasses you or abuses you, or if you want to talk with somebody about previous assaults or abusive relationships, there are many people who can give you help and support:

- OASIS Advocacy Services at AU: 202-885-7070 or oasis@american.edu
- National SV Hotline: 1-800-656-HOPE or [online chat](#)
- National DV Hotline: 1-800-799-SAFE or [online chat](#)
- DC Rape Crisis Hotline: 202-333-7273
- Public Safety: 202-885-3636
- AU Title IX Office: 202-885-3300 or TitleIX@american.edu
- Police and Hospital: 911

Writing Resources:

The [Writing Center](#) offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help you address assignments, understand the conventions of academic writing, and learn how to revise and edit your own work. The Center offers appointments on the hour from 11 a.m. to 9 p.m. Monday through Thursday; 11 a.m. to 4 p.m. Friday, and 3 to 6 p.m. on Sundays. Call or go to the [Writing Lab scheduling website](#) to arrange a session.

- (202) 885-2991
- First Floor of Bender Library

Sharing of Course Content

Students are not permitted to make visual or audio recordings, including live streaming, of classroom lectures or any class related content, using any type of recording devices (e.g., smart phone, computer, digital recorder, etc.) unless prior permission from the instructor is obtained, and there are no objections from any of the students in the class. If permission is granted, personal use and sharing of recordings and any electronic copies of course materials (e.g., PowerPoints, formulas, lecture notes and any classroom discussions online or otherwise) is limited to the personal use of students registered in the course and for educational purposes only, even after the end of the course. Exceptions will be made for students who present a signed Letter of Accommodation from the [Academic Support and Access Center](#). Unauthorized downloading, file sharing, distribution of any part of a recorded lecture or course materials, or using information for purposes other than the student's own learning may be deemed a violation of *American University's Student Conduct Code* and subject to disciplinary action (see Student Conduct Code VI. Prohibited Conduct).

Emergency Preparedness for Disruption of Classes

In the event of an emergency, 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. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of an emergency, students should refer to the AU Student Portal, the AU Web site for [Emergency Preparedness](#) 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.



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

Assignments

Detailed assignment information and grading rubrics are available in the Assignment Sheets on Blackboard.

Assignment	Percent of Grade	Deadline
Participation	40%	Each Thurs. and Fri. by 2 pm
Personal Reflection Essay	10%	April 22 by 2 pm
Research Project	50%	April 28 by 2 pm
<i>Total</i>	<i>100%</i>	

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)

Late Policy

All assignments are due on the time and day listed on the syllabus. 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 hours before an assignment is due, it is extremely unlikely that I will give you an extension. You cannot make up Discussion Board posts after they are due; there are no exceptions to this rule.

You get a 5 minute grace period for uploading your assignments, in case you have a problem with Blackboard. After 5 minutes and 1 second, you will start incurring major late penalties. Do not bother submitting something more than 48 hours late, because you will receive a 100% grade penalty; in other words, you will receive 0% on the assignment.

Time Past Due Date	Late Penalty
5 minutes – 24 hours	25% of grade
24 hours – 48 hours	50% of grade
48 hours +	100% of grade

Academic Integrity Code 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 governed by the University's Academic Integrity Code. By enrolling in the university and registering for this course, you acknowledge your familiarity with the Code and pledge to abide by it. All suspected violations of the Code will be immediately referred to the Office of the Dean. Disciplinary action, including failure for the course, suspension, or dismissal, may result. I will report you to the administration if I suspect that you have cheated in any way. Additional information about the Code (i.e. acceptable forms of collaboration, definitions of plagiarism, use of sources including the Internet, and the adjudication process) can be found in a number of places including the University's *Academic Regulations*, *Student Handbook*, and Academic Integrity Code website. If you have any questions about academic integrity or standards of conduct in this course, please discuss them with me.



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

Schedule of Class Meetings

Here is our schedule of classes for the semester. This section will provide you with a quick overview of what you need to do each week. You can find detailed information about the assignments in the assignment sheets, which are available on Blackboard in the Syllabus and Assignments folder.

Note: Occasionally you will see articles that are recommended but not required. These are denoted by the word “recommended” in parentheses after the author’s name. I encourage you to read these articles to gain more insights into our weekly topics, but you are not required to read these articles.

Week 1 (January 11 – 15)

Topic: Introductions and Course Overview

Readings	Lecture
None!	None!

Assignment	Format	Due Date
Introduction <i>and</i> Response to Classmates	Discussion Board	January 14 <i>and</i> 15

Week 2 (January 18 – 22)

Topic: Introductory Concepts: Violent Cultures

Readings	Lecture
<ul style="list-style-type: none">• Bavelas and Coates• Lonsway and Fitzgerald• Muehlenhard and Kimes	Rape, Battering, and Stalking Cultures

Assignment	Submission Format	Due Date
Lecture Response <i>and</i> Response to Classmates	Discussion Board	January 21 <i>and</i> 22
Reading Response <i>and</i> Response to Classmates	Discussion Board	January 21 <i>and</i> 22

Week 3 (January 25 – 29)

Topic: Intimate Partner Violence: Power and Control

Readings	Documentary
<ul style="list-style-type: none">• Martin, et. al.• Morris, et. al.• Potter	IPV: Concepts and Statistics UActs with Courage digital story #2

Assignment	Submission Format	Due Date
Lecture Response <i>and</i> Response to Classmates	Discussion Board	January 28 <i>and</i> 29
Reading Response <i>and</i> Response to Classmates	Discussion Board	January 28 <i>and</i> 29

Week 4 (February 1 – 5)

Topic: Intimate Partner Violence: Power and Control

Readings	Lecture
<ul style="list-style-type: none">• Ptacek• Hardesty, et. al.• Weitzman	Power and Control: Domestic Violence in America

Assignment	Submission Format	Due Date
Documentary Response <i>and</i> Response to Classmates	Discussion Board	February 4 <i>and</i> 5
Reading Response <i>and</i> Response to Classmates	Discussion Board	February 4 <i>and</i> 5
Research Project Proposal w/10 Sources	Blackboard	February 5 by 2 pm

Week 5 (February 8 – 12)

Topic: Intimate Partner Violence: Abusive Partners and Batterers

Readings	Lecture
<ul style="list-style-type: none">• Anderson and Umberson• Dobash and Dobash• Kimmel (recommended)	IPV: Characteristics of Abusive Partners

Assignment	Submission Format	Due Date
Lecture Response <i>and</i> Response to Classmates	Discussion Board	February 11 <i>and</i> 12
Reading Response <i>and</i> Response to Classmates	Discussion Board	February 11 <i>and</i> 12

Week 6 (February 15 – 19)

Topic: Stalking: Fear and Control, not Romance and Love

Readings	Lecture
<ul style="list-style-type: none">• Fisher, et. al.• Meloy, et. al.• Tamborra	<ul style="list-style-type: none">• Stalking: Concepts and Statistics• UActs with Courage digital story #5

Assignment	Submission Format	Due Date
Lecture Response <i>and</i> Response to Classmates	Discussion Board	February 18 <i>and</i> 19
Reading Response <i>and</i> Response to Classmates	Discussion Board	February 18 <i>and</i> 19

Week 7 (February 22 – 26)

Topic: Sexual Violence: Vulnerabilities and Power Imbalances

Readings	Lecture
<ul style="list-style-type: none">• Goodman• Stotzer• Trammell	SV: Concepts and Statistics UActs with Courage digital stories #1 and #4

Assignment	Submission Format	Due Date
Lecture Response <i>and</i> Response to Classmates	Discussion Board	February 25 <i>and</i> 26
Reading Response <i>and</i> Response to Classmates	Discussion Board	February 25 <i>and</i> 26
Self-Care Post and Response to Classmates	Discussion Board	February 25 <i>and</i> 26

Week 8 (February 29 – March 4)

Topic: Sexual Violence: Impact of Trauma

Readings	Documentary
<ul style="list-style-type: none">• Trujillo, preface and chapters 1 – 7• Fanflik (recommended)	Neurobiology of Sexual Assault

Assignment	Submission Format	Due Date
Lecture Response <i>and</i> Response to Classmates	Blackboard	March 3 <i>and</i> 4
Reading Response <i>and</i> Response to Classmates	Blackboard	March 3 <i>and</i> 4

Week 9 (March 7 – 11)

Topic: Spring Break! Relax and practice self-care!

Week 10 (March 14 – 18)

Topic: *Sexual Violence: Survival and Healing*

Readings	Lecture
Trujillo, chapters 8 – 12	<i>Boys and Men Healing</i>

Assignment	Submission Format	Due Date
Documentary Response <i>and</i> Response to Classmates	Discussion Board	March 3 <i>and</i> 4
Reading Response <i>and</i> Response to Classmates	Discussion Board	March 3 <i>and</i> 4

Week 11 (March 21 – 25)

Topic: *Sexual Violence: Motivations, Rationales, and Justifications (Part I)*

Readings	Lecture
<ul style="list-style-type: none">• Beres• Lisak• Scully and Marolla	<ul style="list-style-type: none">• Characteristics of Sexually Violent Perpetrators

Assignment	Submission Format	Due Date
Lecture Response <i>and</i> Response to Classmates	Discussion Board	March 17 <i>and</i> 18
Reading Response <i>and</i> Response to Classmates	Discussion Board	March 17 <i>and</i> 18

Optional In-Person Event: Meet up with Dr. Irvine this week; she will be in town for a conference! Date and location TBD. This will be a social meeting, not a formal class meeting.

Week 12 (March 28 – April 1)

Topic: Sexual Violence: Motivations, Rationales, and Justifications (Part II)

Readings	Lecture
Farley, et. al. Flood Foubert, et. al.	<i>Dreamworlds 3</i>

Assignment	Submission Format	Due Date
Documentary Response <i>and</i> Response to Classmates	Discussion Board	March 31 <i>and</i> April 1
Reading Response <i>and</i> Response to Classmates	Discussion Board	March 31 <i>and</i> April 1

Week 13 (April 4 – 8)

Topic: Catch-Up Week!

Readings	Lecture
None!	None!

Assignment	Submission Format	Due Date
Work on your research project!!!		

Week 14 (April 11 – 15)

Topic: Preventing Men's Violence against Vulnerable People: The Individual/Relationship Level

Readings	Lectures
<ul style="list-style-type: none">• Parra-Cardona, et. al.• Piccigallo, et. al.	Approaches to Violence Prevention

Assignment	Submission Format	Due Date
Reading Response <i>and</i> Response to Classmates	Discussion Board	April 14 <i>and</i> 15

Week 15 (April 18 – 22)

Topic: Preventing Men's Violence against Vulnerable People: The Community/Societal Level

Readings	Lecture
<ul style="list-style-type: none">FloodSchwartz and DeKeseredy	None!

Assignment	Submission Format	Due Date
Reading Response <i>and</i> Response to Classmates	Discussion Board	April 21 <i>and</i> 22
Personal Reflection Essay	Blackboard	April 22

Week 16 (April 25 – 29)

Topic: Finishing Things Up!

Readings	Lecture
None!	None!

Assignment	Submission Format	Due Date
Research Project (with all components) <i>and</i> Response to Classmates	Blackboard	April 28 <i>and</i> 29



http://kiii.images.worldnow.com/images/20499009_SA.jpg

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