

Gender and Violence

WGSS 350-001

American University

Spring 2013

Wednesdays, 11:45 am – 2:25 pm

Ward 113

Instructor

Mahri Irvine, PhD Candidate

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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.

Notes: The majority of readings and films will focus on cultures in the United States. Because of time constraints, this class will not address sexual violence in wartime. Please ask your instructor if you are interested in other topics and want recommended readings.

About Your Instructor

I am an anthropologist who studies gender inequality, sexual violence, and rape culture. Since 2001 I have worked with three different anti-sexual violence organizations: Chicago Rape Victim Advocates, Indiana Coalition Against Sexual Assault, and the D.C. Rape Crisis Center. Working as a hospital/medical advocate and as a hotline crisis counselor for three years (non-cumulative), I have interacted with dozens of survivors of sexual violence, as well as many law enforcement officers, medical staff, and members of anti-sexual violence organizations. Currently, I am conducting research about the dialectical relationship between rape culture, the legal system, and capitalism in the United States; I work with women in Washington, D.C. who are survivors of sexual violence and incarceration.

Learning Objectives

- Explore the gendered dimensions of violence and inequality
- Learn about gender-based violence statistics in the United States, and how statistics are sometimes misrepresented
- Understand the differences between different types of gender-based violence crimes
- Identify and understand the various social and legal challenges that survivors of gender-based violence face
- Learn about perpetrators of gender-based violence and why they commit crimes
- Develop a greater recognition and understanding of how intersectional oppressions, based upon structural inequality and biases such as sexism, racism, classism, and heterosexism, impact individuals and communities in different ways
- Strengthen your written communication skills by clearly articulating your opinions and arguments in a logical manner, drawing on class sources to support your claims
- Strengthen 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
- Explore 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 improved critical thinking, speaking, reading, and writing skills through close readings of texts and films, classroom participation, self-reflection, and writing assignments.

Grading Scale

93% - 100%	A	(excellent)	73% - 76%	C	(satisfactory)
90% - 92%	A-		70% - 72%	C-	
87% - 89%	B+		67% - 69%	D+	
83% - 86%	B	(good)	63% - 66%	D	(poor)
80% - 82%	B-		60% - 62%	D-	
77% - 79%	C+		0% - 59%	F	(failure)

Important Note: If you have four or more unexcused absences, you will automatically earn an F in this course.

Textbooks and Course Materials

All readings will be posted on Blackboard. You should only use our class readings for your own work in this class; in order to obey copyright laws, you should not distribute the course readings to other people.

Approach to the Class

For the duration of the semester this class is a community. Our class is a space for intellectual exploration and expression. Many of the topics we discuss are emotionally charged. Pay attention to what your personal reactions are and be sensitive to yourself and your classmates. A diversity of opinions contributes to an intellectually challenging classroom environment. However, opinions that are blatantly racist, sexist, homophobic, transphobic, classist, or otherwise problematic will be challenged, and I will encourage you to explore and develop your understandings of power-and-privilege dynamics in the classroom and within larger society. 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 be mindful of the privacy of your peers.

Trigger Warning: We will discuss potentially sensitive topics during every class. Please see me immediately if you feel that you will have difficulties attending class or completing the assignments. It is your responsibility to notify me if you become triggered or overly upset by the class readings, films, and discussions.

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 life, your self-identity, and your perceptions of other people
- 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
- trust my leadership and maintain an open mind; I have chosen readings and films because they are high-quality and well-respected scholarship, or because they have the potential to contribute to your intellectual development

- 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

Ground Rules

Communication with Your Instructor: If you send me an email, I will answer it during my posted Email Office Hours. I often send the class emails via Blackboard; you are responsible for checking your AU email for any emails I might send regarding our course, the syllabus, etc.

Classroom Etiquette: Be considerate and professional to your classmates and your professor. Impolite behavior in class is unacceptable: impolite behavior includes sleeping in class, entertaining private conversations, doing homework for other classes, texting, reading websites or other irrelevant materials during class, and coming late to class. Think of our class as a professional workplace environment: if you wouldn't text or surf the Web during a business meeting with your boss, then you shouldn't do those things during class, either. (And if you do those things during a business meeting with your boss, it's highly unlikely that she will give you a promotion or a good letter of recommendation!)

Technology: Please act professionally. This means: turn your cell phones to vibrate/silent before class begins, do not text, and do not use your computer for non-academic purposes. If you need to answer a call during class due to an emergency situation (i.e. sick family members or childcare problems) please let me know ahead of time. You may use a computer in class only for note-taking and reading assigned articles. Using your computer, cell phone, or other pieces of technology for personal pursuits during class is disrespectful and distracting to your classmates, to your instructor, and to yourself. Your participation grade will be negatively impacted if you use technology for any reason other than taking notes and referring to assigned articles.

Written Work: Your work should meet minimum standards of college writing. I will not grade work that has extensive spelling or grammatical errors; I will return poorly written papers to you and you will be expected to revise and resubmit according to a new deadline. If you have difficulty writing at the college level, please visit the college writing center for assistance. Your submitted work (written papers and your final class presentation) should always include proper in-text citations for any ideas, writing, or images that are not your own. Please review the handout about plagiarism provided on Blackboard. If you have any questions about plagiarism or proper citations, ask me. I am required to report any suspected plagiarism to the university administration, and I will follow this policy. Do not plagiarize. When in doubt, cite! 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. Please see me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course.

Late Assignment Policy: All assignments are due at the beginning of class on the dates indicated in this syllabus, unless otherwise noted on the syllabus. If there is a legitimate reason that you were unable to submit your assignment (i.e., an emergency appendectomy), you will need to document your excuse (i.e., a doctor's note). Bear in mind that working on projects for other classes or being distracted by life events will not count as legitimate excuses for a late assignment. Additionally, a documented medical emergency will not count as an excuse for a project that required an ample amount of time for which to prepare. For example, a medical emergency a few days before your final project deadline will not serve as an excuse for not doing your project, because you should have been working on that assignment well in advance of the deadline. Read through the syllabus carefully and plan your schedule in advance so that you have adequate time to complete your assignments. Late assignments will be deducted one letter grade for each 24-hour period that they are late. Assignments will not be accepted more than 48 hours past the deadline. Assignments are usually submitted on Blackboard. It is your responsibility to ensure that you are submitting the correct file. If you submit an incorrect file, you will be penalized according to the late assignment policy.

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 child (or dependent) 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.

Difficulties in the Class

If you experience difficulty in this course for any reason, please do not hesitate to consult with me. In addition to the resources of the department, many services are available to support you in your efforts to meet the course requirements and get the most out of this class:

Academic Support Center: (x3360, MGC 243) offers study skills workshops, individual instruction, tutor referrals, Supplemental Instruction, and services for students with learning disabilities and ADHD. Writing support is available in the ASC Writing Lab or in the Writing Center, Battelle-Tompkins 228.

Counseling Center: (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

Disability Support Services: (x3315, MGC 206) offers technical and practical support and assistance with accommodations for students with physical, medical, or psychological disabilities.

If you qualify for accommodations because of a disability, please notify me as soon as possible (ideally within the first week of class) with a letter from the Academic Support Center or Disability Support Services so that we can make arrangements to address your needs.

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.

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	Submission Format
Participation and Attendance (includes homework assignments)	20%	Ongoing	In Class
Keepers (4)	20%	Varies	Blackboard
Queries (4)	10%	Varies	Blackboard
Personal Reflection Essay	15%	April 20	Blackboard
Community Activism Project	10%	April 24	In Community and In Class
Final Project (includes presentation on May 1)	25%	April 30	Blackboard and In Class

Semester Schedule

On most days, our class will follow the following schedule:

11:45 am – 11:50 am Housekeeping (Announcements, Etc.)
11:50 am – 1:00 pm Film or Guest Speaker (or Class Discussion)
1:00 pm - 1:15 pm Break
1:15 pm – 2:25 pm Class Discussion

You are expected to come to class each week prepared to demonstrate that you carefully engaged with the readings. **Be an active reader:** take notes in the margins and highlight/underline important concepts and phrases. Bring your marked-up hard copies to class with you. Students who actively engage with the readings by taking notes and highlighting/underlying are more successful than students who merely skim readings on their computers. For your convenience, a note-taking form will be available on Blackboard.

January 16

Introductions, Syllabus Review, and Lecture

January 23

Media Representations of Gender, Sexuality, and Violence

Boyle, Karen

2011 "That's So Fun": Selling Pornography for Men to Women in *The Girls Next Door*. In *Gender, Race and Class in Media: A Critical Reader*. Gail Dines and Jean M. Humez, eds. Pp. 293-300. Thousand Oaks: Sage Publications.

Caputi, Jane

2011 The Pornography of Everyday Life. In *Gender, Race and Class in Media: A Critical Reader*. Gail Dines and Jean M. Humez, eds. Pp. 307-320. Thousand Oaks: Sage Publications.

Katz, Jackson

2011 Advertising and the Construction of Violent White Masculinity: From BMWs to Bud Light. In *Gender, Race and Class in Media: A Critical Reader*. Gail Dines and Jean M. Humez, eds. Pp. 261-269. Thousand Oaks: Sage Publications.

In-Class Film:

Jhally, Sut

2007 Dreamworlds 3: Desire, Sex and Power in Music Video. 54 min. The Media Education Foundation.

Homework Assignment: Bring in one example of how gender-based violence is normalized or naturalized in the entertainment media; be prepared to discuss your example.

Assignment Deadline: Submit a Keeper or Query (if applicable)

January 30

The Power of Language

Bavelas, Janet and Linda Coates,

2001 Is it Sex or Assault: Erotic Versus Violent Language in Sexual Assault Trial Judgment. *Journal of Social Distress and the Homeless* 10(1): 29-40.

Dragiewicz, Molly

2000 Women's Voices, Women's Words: Reading Acquaintance Rape Discourse. *In Feminist Interpretations of Mary Daly*. Pp. 194-221. Sarah Lucia Hoagland and Marilyn Frye, eds. University Park, PA: The Pennsylvania State University Press.

Penelope, Julia

1990 "That's How *It* Is." *In Speaking Freely: Undoing the Lies of the Fathers' Tongue*. Pp. 126-143. New York: Pergamon Press.

Penelope, Julia

1990 "The Agents Within." *In Speaking Freely: Undoing the Lies of the Fathers' Tongue*. Pp. 144-179. New York: Pergamon Press.

Homework Assignment: Visit the Judicial Law Project website at http://www.nesl.edu/centers/clsr_jlp.cfm and bring in two examples of problematic language; be prepared to discuss your examples.

Assignment Deadline: Submit a Keeper or Query (if applicable)

February 6

Defining Gender-Based Violence and Human Rights

Merry, Sally Engle

2006 Disjunctures between Global Law and Local Justice. *In Human Rights and Gender Violence: Translating International Law into Local Justice*. Pp. 103-133. Chicago: The University of Chicago Press.

Bunch, Charlotte

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

Thomas, Dorothy Q. and Michele E. Beasley

1993 Domestic Violence as a Human Rights Issue. *Human Rights Quarterly* 15(1): 36-32.

Optional Reading:

Text of the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW): <http://www.un.org/womenwatch/daw/cedaw/index.html>

In-Class Film:

Heredia, Paula

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

Assignment Deadline: Submit a Keeper or Query (if applicable)

February 13

Structural Violence, Privilege, and Inequality

Crenshaw, Kimberlé Williams

1995 Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color. *In Critical Race Theory*. Kimberlé Crenshaw, ed. Pp. 357-383. New York: The New Press.

McIntosh, Peggy

2010 White Privilege and Male Privilege: A Personal Account of Coming to See Correspondence through Work in Women's Studies. *In Privilege: A Reader*, 2nd edition. Pp. 3-25. Michael S. Kimmel and Abby L. Ferber, eds. Boulder, CO: Westview Press.

Miller, Jody

2008 Violence Against Urban African American Girls: Challenges for Feminist Advocacy. *Journal of Contemporary Criminal Justice* 24(2):148-162.

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.

In-Class Film:

Baus, Janet, Dan Hunt, and Reid Williams

2006 Cruel and Unusual. 60 min. Alluvial Filmworks.

Assignment Deadline: Submit a Keeper or Query (if applicable)

February 20

Different Identities, Different Experiences (Part I)

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.

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.

Tamborra, Tracy

2012 Poor, Urban, Battered Women Who are Stalked: How Can We Include Their Experiences? *Feminist Criminology* 7(2):112-129.

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.

In-Class Film:

Cohn, Peter

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

Assignment Deadline: Submit a Keeper or Query (if applicable)

February 27

Different Identities, Different Experiences (Part II)

Davies, Michelle

2002 Male Sexual Assault Victims: A Selective Review of the Literature and Implications for Support Services. 7:203-214.

Merrill, Gregory S. and Valerie A. Wolfe

2000 Battered Gay Men. Journal of Homosexuality 39(2):1-30.

Walters, Mikel

2011 Straighten Up and Act Like a Lady: A Qualitative Study of Lesbian Survivors of Intimate Partner Violence. Journal of Gay and Lesbian Social Services 23(2):250-270.

Guest Speaker:

Jess Nesbitt

Anti-sexual violence advocate and former RAINN crisis hotline employee

Assignment Deadline: Submit a Keeper or Query (if applicable)

March 6

Perpetrators: Power and Privilege (Part I)

Girshick, Lori B.

2002 No Sugar, No Spice: Reflections on Research on Woman-to-Woman Sexual Violence. Violence Against Women 8(12):1500-1520.

Kimmel, Michael

2000 Masculinity As Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity. *In Readings for Diversity and Social Justice: An Anthology on Racism, Antisemitism, Sexism, Heterosexism, Ableism, and Classism.* Pp. 213-219. Maurianne Adams, Warren J. Blumenfeld, Rosie Castaneda, Heather W. Hackman, Madeline L. Peters, and Ximena Zuniga, eds. New York: Routledge.

Kaufman, Michael

1997 The Construction of Masculinity and the Triad of Men's Violence. *In Gender Violence: Interdisciplinary Perspectives.* Pp. 30-51. Laura L. O'Toole and Jessica R. Schiffman, eds. New York: New York University Press.

Anderson, K. and Umberson, D.
2001 Gendered Violence: Masculinity and Power in Men's Accounts of Domestic Violence. *Gender and Society* 15(3):358-380.

Assignment Deadline: Submit a Keeper or Query (if applicable)

March 13

Spring Break

Relax! Have fun! Spend time with family and friends!

March 20

Perpetrators: Power and Privilege (Part II)

Kimmel, Michael

2008 Predatory Sex and Party Rape. *In* Guyland: The Perilous World Where Boys Become Men. Pp. 217-241. New York: Harper Collins Publishers.

Scarce, Michael

2000 Male-on-Male Rape. *In* Just Sex: Students Rewrite the Rules on Sex, Violence, Activism and Equality. Pp. 39-46. Jodi Gold and Susan Villari, eds. Lanham, MD: Rowman and Littlefield.

Lisak, David and Paul M. Miller

2002 Repeat Rape and Multiple Offending Among Undetected Rapists. *Violence and Victims* 17(1):73-84.

In-Class Film:

Films Media Group

2008 Changing Men: Unlearning the Behaviors of Domestic Violence. 46 min. Films Media Group.

Assignment Deadline: Submit a Keeper or Query (if applicable)

March 27

Social and Legal Challenges for Survivors (Part I)

Pierce, Alexandra (Sandi) and Suzanne Koeplinger

2011 New Language, Old Problem: Sex Trafficking of American Indian Women and Children. VAWnet: National Online Resource Center on Violence Against Women.

Miller, Susan and LeeAnn Iovanni

2007 Domestic Violence Policy in the United States. *In* Gender Violence: Interdisciplinary Perspectives, 2nd Edition. Pp. 287-296. Laura O'Toole and Jessica R. Schiffman, and Margie L. Kiter Edwards, eds. 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 Response*. Pp. 136 – 167. Boston: Northeastern University Press.

Southern Poverty Law Center

2010 Sexual Violence: A Constant Menace. *In Injustice on Our Plates: Immigrant Women in the U.S. Food Industry*. Pp. 41-53. Montgomery, AL.

Guest Speaker:

Amy Gordon

2013 Dean's Fellow at the Project on Addressing Prison Rape, AU School of Law

Assignment Deadline: Submit a Keeper or Query (if applicable)

April 3

Social and Legal Challenges for Survivors (Part II)

Gilfus, Mary E.

2002 Women's Experiences of Abuse as a Risk Factor for Incarceration. VAWnet: National Online Resource Center on Violence Against Women.

Lake, Elise S.

1993 An Exploration of the Violent Victim Experiences of Female Offenders. *Violence and Victims* 8(1):41-51.

Simkins, Sandra and Sarah Katz

2002 Criminalizing Abused Girls. *Violence Against Women* 8(12):1474-1499.

In-Class Film:

Klaus, Olivia

2009 Sin by Silence. 49 min. Quiet Little Place.

Assignment Deadline: Submit a Keeper or Query (if applicable)

April 10

The Sex Industry: Pornography and Violence

Collins, Patricia Hill

1997 Pornography and Black Women's Bodies. *In Gender Violence: Interdisciplinary Perspectives*. Pp. 395-399. Laura O'Toole and Jessica R. Schiffman, eds. New York: New York University Press.

Jacob, Krista K.

2000 Crime Without Punishment: Pornography in a Rape Culture. *In Just Sex: Students Rewrite the Rules on Sex, Violence, Activism, and Equality*. Lanham, MD: Rowman and Littlefield.

Jensen, Robert

1996 Knowing Pornography. *Violence Against Women* 2(1):82-102.

Jensen, Robert with Debbie Okrina

2004 Pornography and Sexual Violence. VAWnet: National Online Resource Center on Violence Against Women.

In-Class Film:

Picker, Miguel and Chyng Sun

2008 The Price of Pleasure: Pornography, Sexuality, and Relationships. 56 min. Open Lens Media.

Assignment Deadline: Submit a Keeper or Query (if applicable)

April 17

The Sex Industry: Prostitution and Violence

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.

Overall, Christine

1992 What's Wrong with Prostitution? Evaluating Sex Work. *Signs* 17(4):705-724.

Raymond, Janice G.

2004 Ten Reasons for Not Legalizing Prostitution and a Legal Response to the Demand for Prostitution. *Journal of Trauma Practice* 2(3-4):315-332.

Stark, Christine and Carol Hodgson

2004 Sister Oppressions. *Journal of Trauma Practice* 2(3-4):16-32.

In-Class Film:

Parham, Don

2004 Why Men Pay for It. 53 min. SBS Independent.

Assignment Deadline: Submit a Keeper or Query (if applicable)

Assignment Deadline: Personal Reflection Essay due April 20 at 11:30 am via Blackboard

April 24

Sexual Violence on College Campuses

Guest Lecturer:

Dani Nispel, AU honors student and anti-sexual violence advocate

Assignment Deadline: Community Activism Project presentation in class

Assignment Deadline: Final Project Paper due April 30 at 10:00 pm via Blackboard

Recommended Readings (Not Required!):

Funk, Rus

2006 Social Change Efforts to End Sexism and Violence. *In* Reaching Men: Strategies for Preventing Sexist Attitudes, Behaviors, and Violence. Pp. 181-216. Indianapolis, IN: JIST Life.

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.

Schwartz, Martin D. and Walter S. DeKeseredy

2008 Interpersonal Violence Against Women: The Role of Men. *Journal of Contemporary Criminal Justice* 24(2):178-185.

Katz, Jackson

2007 Ten Things Men Can Do to Prevent Gender Violence. *In* Gender Violence: Interdisciplinary Perspectives. Pp. 465-466. Laura O'Toole, Jessica R. Schiffman, and Margie L. Kiter Edwards, eds. New York: New York University Press.

May 1

Final Project Presentations