

# Gender and Violence

WGSS 350 - 003  
American University  
Fall 2014  
Tuesdays, 5:30 – 8:00 pm  
Watkins 110

## Instructor

Mahri Irvine, PhD

Email: [mirvine@american.edu](mailto:mirvine@american.edu)

Website: [www.mahri-irvine.com](http://www.mahri-irvine.com)

Phone: 240-462-6214 (mobile – no texting!)

Office: Battelle T 01-03, Philosophy & Religion Cubicle (Cubicle E-1)

Office Hours: 4:00 – 5:00 pm on Tuesdays

## 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. This means you need to plan ahead when you contact me. I do not usually answer phone calls or emails on the weekend. 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 potentially sensitive topics during our time together, including topics like sexual violence, domestic violence, and homophobic or transphobic violence. 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](mailto:rappapor@american.edu)  
National Hotline: 1-800-656-HOPE (online chat: [www.rainn.org](http://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 improved critical thinking, speaking, reading, and writing skills through close readings of texts and films, classroom participation, self-reflection, 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](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
Exam	20%	November 18
Personal Reflection Essay	20%	December 2
Community Education Project	20%	December 9

\*If you miss five or more classes, you will automatically fail the class.

## Grading Scale

93% - 100%	A	(amazing!)	73% - 76%	C	(adequate)
90% - 92%	A-	(wonderful!)	70% - 72%	C-	(meh)
87% - 89%	B+	(very, very good!)	67% - 69%	D+	(ugh)
83% - 86%	B	(good)	63% - 66%	D	(very, very bad)
80% - 82%	B-	(pretty good)	60% - 62%	D-	(something is terribly wrong)
77% - 79%	C+	(okay)	0% - 59%	F	(what a waste of tuition)

## Automatic Course Failure

There are three ways that you will earn an automatic failure in this class:

1. Plagiarize written assignments.
2. Cheat on the take-home exam.
3. Miss five or more classes.

Please avoid earning an F! If you are having problems with attendance, writing papers, etc., it is your responsibility to come talk with me about your challenges.

## Late Policy

I do not accept late assignments except in the case of documented 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.

## **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
- 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, as outlined in your “To the Point” student handbook. 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](http://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

### August 26

#### **Introductions, Syllabus Review, and Lecture**

Readings	Assignments Due	Activities
		Introductions Lecture In-Class Film: <i>From Fear to Freedom</i>

### September 2

#### **Defining Gender-Based Violence and Human Rights**

Readings	Assignments Due	Activities
Bunch article Merry chapter Thomas/Beasley article	Response Paper (if applicable)	Discussion In-Class Film: <i>Africa Rising</i> CEP Meeting

### September 9

#### **Perpetrators at Home**

Readings	Assignments Due	Activities
Anderson/Umberson article Basile et al article Kimmel article Scully/Marolla article	Response Paper (if applicable)	Lecture In-Class Film: <i>The Science of Violence Against Women</i> CEP Meeting

### September 16

#### **Domestic Violence: Different Identities, Different Experiences**

Readings	Assignments Due	Activities
Merrill/Wolfe article Ptacek chapter Walters article Weitzman article	Response Paper (if applicable) CEP Topic and Event Type	Lecture In-Class Film: <i>Power and Control</i>

## **September 23**

### **Domestic Violence Case Study: African-American Women**

Readings	Assignments Due	Activities
Potter book		Discussion In-Class Film: <i>No!</i>

## **September 30**

### **Stalking: Different Identities, Different Experiences**

Readings	Assignments Due	Activities
Fisher, et. al. article Tamborra article Halder/Jaishankar article	Submit a Response Paper (if applicable) CEP Proposal	Lecture Discussion Self-Care

## **October 7**

### **Sexual Violence: Different Identities, Different Experiences**

Readings	Assignments Due	Activities
Davies article Fanflik report Raphael/Shapiro article Welsh, et al article	Response Paper (if applicable)	Lecture Discussion In-Class Film: <i>Boys and Men Healing</i>

## **October 14**

### **Sexual Violence Case Study: Rape Survivors and the Medical System**

Readings	Assignments Due	Activities
Mulla book	Response Paper (if applicable)	Lecture Discussion CEP Meeting



## **October 21**

### **Prostitution and Sex Trafficking**

Readings	Assignments Due	Activities
Farley article Leidholdt article Stark/Hodgson article	Response Paper (if applicable)	Discussion In-Class Film: <i>The Price of Sex</i>

## **October 28**

### **Incarcerated Women and Rape Culture**

Readings	Assignments Due	Activities
Gilfus article Mitchell Fuentes article		Lecture CEP Meeting

## **November 4**

### **Perpetrators in War**

Readings	Assignments Due	Activities
Chapters 1, 2, 5 of Weaver book	Response Paper (if applicable) Take-Home Exam Distributed	Lecture Discussion In-Class Film: <i>Operation Fine Girl</i>

## **November 11**

### **Violence in War and at Home**

Readings	Assignments Due	Activities
Nesaule book	Response Paper (if applicable)	Discussion Self-Care

## November 18

### Changing Cultures: Anti-Violence Movements

Readings	Assignments Due	Activities
de Keijzer chapter Elsanousi chapter Piccigallo, et. al. article	Response Paper (if applicable <i>last opportunity!</i> ) Take-Home Exam Due	Discussion In-Class Film: <i>My Masculinity Helps</i>

## November 25

No Class: Thanksgiving Break.

## December 2

No Class: Use your time wisely to study, recuperate, or work on Public Education Projects.

Readings	Assignments Due	Activities
	Personal Reflection Essay <i>submitted to Philosophy and Religion office or Irvine mailbox</i>	

## December 9

### Community Education Project Presentations

Readings	Assignments Due	Activities
	CEP Report	Class Presentations



<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.

Bunch, Charlotte

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

Davies, Michelle

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

de Keijzer, Benno

2004 Masculinities: Resistance and Change. *In Gender Equality and Men: Learning from Practice*. Sandy Ruxton, ed. Pp. 28-49. Oxford, England: Oxfam.

Elsanousi, Magda Mohammed

2004 Strategies and Approaches to Enhance the Role of Men and Boys in Working for Gender Equality: A Case Study from Yemen. *In Gender Equality and Men: Learning from Practice*. Sandy Ruxton, ed. Pp. 162-176. Oxford, England: Oxfam.

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.

- Gilfus, Mary E.  
2002 Women's Experiences of Abuse as a Risk Factor for Incarceration. Harrisburg, PA: VAWnet, a project of the National Resource Center on Domestic Violence/Pennsylvania Coalition Against Domestic Violence.
- Halder, Debarati and K. Jaishankar  
2011 Cyber Gender Harassment and Secondary Victimization: A Comparative Analysis of the United States, the UK, and India. *Victims & Offenders: An International Journal of Evidence-based Research, Policy, and Practice* 6(4):386-398.
- Kimmel, Michael S.  
2002 "Gender Symmetry" in Domestic Violence: A Substantive and Methodological Research Review. *Violence Against Women* 8(11):1332-1363.
- Leidholdt, Dorchen A.  
2004 Prostitution and Trafficking in Women. *Journal of Trauma Practice* 2(3-4):167-183.
- Merrill, Gregory S. and Valerie A. Wolfe  
2000 Battered Gay Men. *Journal of Homosexuality* 39(2):1-30.
- 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.
- Mitchell Fuentes, Catherine  
2014 Nobody's Child: The Role of Trauma and Interpersonal Violence in Women's Pathways to Incarceration and Resultant Service Needs. *Medical Anthropology Quarterly* 28(1):85-104.
- Mulla, Sameena  
2014 The Violence of Care: Rape Victims, Forensic Nurses, and Sexual Assault Intervention. New York: New York University Press.
- Nesaule, Agate  
1997 A Woman in Amber: Healing the Trauma of War and Exile
- 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.

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.

Walters, Mikel L.

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.

Weaver, Gina Marie

2010 *Ideologies of Forgetting: Rape in the Vietnam War*. New York: State University of New York Press.

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.

## 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

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.

Foster, Lilibet

2001 Operation Fine Girl: Rape Used as a Weapon of War in Sierra Leone. 46 min. Witness. New York.

Grimmett, Marc A. and David Hambridge

2013 My Masculinity Helps. 32 min. North Carolina Coalition Against Sexual Assault.

Heredia, Paula

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

Jordan, Carol

2010 The Science of Violence Against Women: The Stories of Women. 27 min. University of Kentucky.

Simmons, Aishah Shahidah

2006 NO! The Rape Documentary: Ending Sexual Assault and Violence Against Women. 94 min. AfroLez Productions. San Francisco.



[http://www.thenation.com/sites/default/files/slutwalk\\_protest\\_ap\\_FB.jpg](http://www.thenation.com/sites/default/files/slutwalk_protest_ap_FB.jpg)