

# Gender and Violence

## WGSS 350 - 004OL

American University  
Fall 2015, Online

Dr. Mahri Irvine



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## Contents

About your Professor .....	3
Communication Policies .....	3
Course Overview .....	3
Trigger Warning.....	3
Faculty Reporting Obligations for Gender-Based Violence.....	4
Learning Outcomes (Course Content) .....	6
Learning Outcomes (Skills) .....	6
Time Commitment and Workload .....	6
Course Guidelines and FAQs.....	7
Required Textbooks and Materials .....	9
Online and Campus Resources .....	10
Sharing of Course Content.....	12
Emergency Preparedness for Disruption of Classes .....	12
Assignments .....	13
Grading Scale.....	13
Late Policy .....	13
Academic Integrity Code and Ethical Conduct .....	14
Schedule of Class Meetings .....	15
Reading Citations.....	22



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## About your Professor

Name: Mahri Irvine, PhD

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

Website: [www.mahri-irvine.com](http://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](mailto: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. It's very important for you to know that the Title IX Coordinator will not share your information with very many people. 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](mailto: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. This semester, I plan to talk with AU administrators and the WGSS program chair so that we can explore alternative reporting requirements for faculty members in classes like gender studies, anthropology, sociology, psychology, and social work, because these types of courses very often have class discussions or assignments that encourage honest, intimate conversations about violence and trauma, and students might feel uncomfortable with the thought that their faculty members are sharing information with other people.

#### *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 this. 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 survival stories 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, and each week ends at 6:00 pm EST on 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 6:00 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 6:00 pm EST on Fridays, your responses to your group members' posts are due.
- You will have two exams, a Personal Reflection Paper, and a Community Activism Project; 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. 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.

### **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 two required books. The books should be available at the AU bookstore, or you can probably buy them cheaper online through Amazon or half.com.

Potter, Hillary

2008 *Battle Cries: Black Women and Intimate Partner Abuse*. New York: New York University Press.

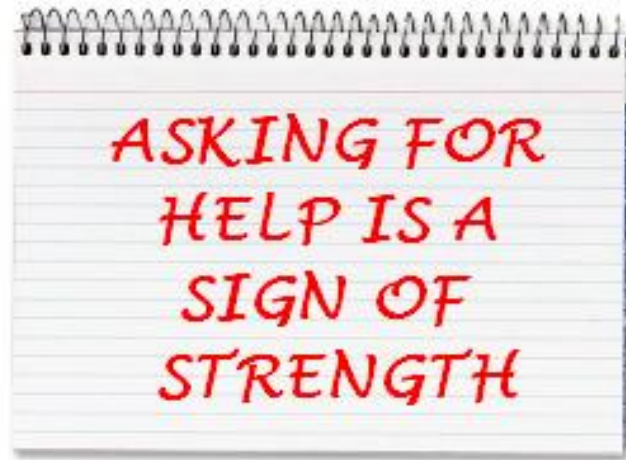
Trujillo, Olga

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

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](mailto: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](mailto: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](mailto: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](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. You will submit most of your assignments (papers or presentations) in Blackboard.

Assignment	Percent of Grade	Deadline
Participation	40% total	
a) Introduction and Responses to Classmates		a) Sept. 3 <sup>rd</sup> and 4 <sup>th</sup> by 6 pm
b) Self-Care Post and Responses to Classmates		b) Oct. 22 <sup>nd</sup> and 23 <sup>rd</sup> by 6 pm
c) Lecture/Documentary Responses, and Responses to Classmates		c) Each Thurs. and Fri. by 6 pm
d) Reading Responses, and Responses to Classmates		d) Each Thurs. and Fri. by 6 pm
Exam 1	15%	Oct. 23 <sup>rd</sup> by 6 pm
Community Activism Project	13%	Nov. 6 <sup>th</sup> by 6 pm
Personal Reflection Essay	15%	Nov. 27 <sup>th</sup> by 6 pm
Principles of Prevention Training	2%	Dec. 3 <sup>rd</sup> by 6 pm
Exam 2	15%	Dec. 11 <sup>th</sup> by 6 pm

## 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. I may accept late assignments, at my discretion. 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.

## 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 later in the syllabus.

### Week 1 (August 31 - September 4)

#### *Topic: Introductions and Course Overview*

<b>Assignment</b>	<b>Format</b>	<b>Due Date</b>
1) Introduction	1) Discussion Board	1) Sept. 3

Get started on your reading!

### Week 2 (September 7 - 11)

#### *Topic: Violent Cultures: Introductory Concepts*

<b>Readings</b>	<b>Lecture or Documentary</b>	<b>Discussion Board Groups</b>
<ul style="list-style-type: none"><li>• Bavelas and Coates</li><li>• Lonsway and Fitzgerald</li><li>• Muehlenhard and Kimes</li></ul>	Rape, Battering, and Stalking Cultures	<i>We are using Group A for this week.</i>

<b>Assignment</b>	<b>Format</b>	<b>Due Date</b>
1) Lecture/Doc Response <i>and</i> Response to Classmates	1) Discussion Board	1) Sept. 10 <i>and</i> 11
2) Reading Response <i>and</i> Response to Classmates	2) Discussion Board	2) Sept. 10 <i>and</i> 11

### Week 3 (September 14 - 18)

#### *Topic: Intimate Partner Violence: Power and Control*

<b>Readings</b>	<b>Lecture or Documentary</b>	<b>Discussion Board Groups</b>
<ul style="list-style-type: none"><li>• Hardesty, et. al.</li><li>• Ptacek</li><li>• Weitzman</li></ul>	<ul style="list-style-type: none"><li>• IPV: Concepts and Statistics</li><li>• UActs with Courage digital story #2</li></ul>	<i>We are using Group A for this week.</i>

<b>Assignment</b>	<b>Format</b>	<b>Due Date</b>
1) Lecture/Doc Response <i>and</i> Response to Classmates	1) Discussion Board	1) Sept. 17 <i>and</i> 18
2) Reading Response <i>and</i> Response to Classmates	2) Discussion Board	2) Sept. 17 <i>and</i> 18

### Week 4 (September 21 - 25)

#### *Topic: Intimate Partner Violence: Abusive Partners and Batterers*

<b>Readings</b>	<b>Lecture or Documentary</b>	<b>Discussion Board Groups</b>
<ul style="list-style-type: none"><li>• Anderson and Umberson</li><li>• Dobash and Dobash</li><li>• Kimmel</li></ul>	IPV: Characteristics of Abusive Partners	<i>We are using Group A for this week.</i>

<b>Assignment</b>	<b>Format</b>	<b>Due Date</b>
1) Lecture/Doc Response <i>and</i> Response to Classmates	1) Discussion Board	1) Sept. 24 <i>and</i> 25
2) Reading Response <i>and</i> Response to Classmates	2) Discussion Board	2) Sept. 24 <i>and</i> 25



## Week 5 (September 28 - October 2)

### *Topic: Intimate Partner Violence: Survivor Experiences (part 1)*

<b>Readings</b>	<b>Lecture or Documentary</b>	<b>Discussion Board Groups</b>
• Potter, chapters 1 - 4	<i>Power and Control</i>	<i>We are using Group A for this week.</i>

<b>Assignment</b>	<b>Format</b>	<b>Due Date</b>
1) Lecture/Doc Response <i>and</i> Response to Classmates	1) Discussion Board	1) Oct. 1 <i>and</i> 2
2) Reading Response <i>and</i> Response to Classmates	2) Discussion Board	2) Oct. 1 <i>and</i> 2

## Week 6 (October 5 - 9)

### *Topic: Intimate Partner Violence: Survivor Experiences (part 2)*

<b>Readings</b>	<b>Lecture or Documentary</b>	<b>Discussion Board Groups</b>
• Potter, chapters 5 - 8	<i>Sin by Silence</i>	<i>We are using Group B for this week.</i>

<b>Assignment</b>	<b>Format</b>	<b>Due Date</b>
1) Lecture/Doc Response <i>and</i> Response to Classmates	1) Discussion Board	1) Oct. 8 <i>and</i> 9
2) Reading Response <i>and</i> Response to Classmates	2) Discussion Board	2) Oct. 8 <i>and</i> 9

## Week 7 (October 12 - 16)

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

<b>Readings</b>	<b>Lecture or Documentary</b>	<b>Discussion Board Groups</b>
<ul style="list-style-type: none"><li>• Fisher, et. al.</li><li>• Meloy, et. al.</li><li>• Tamborra</li></ul>	<ul style="list-style-type: none"><li>• Stalking: Concepts and Statistics</li><li>• UActs with Courage digital story #5</li></ul>	<i>We are using Group B for this week.</i>

<b>Assignment</b>	<b>Format</b>	<b>Due Date</b>
1) Lecture/Doc Response <i>and</i> Response to Classmates	1) Discussion Board	1) Oct. 15 <i>and</i> 16
2) Reading Response <i>and</i> Response to Classmates	2) Discussion Board	2) Oct. 15 <i>and</i> 16
3) Self-Care Post	3) Discussion Board	3) Oct. 15 <i>and</i> 16

## Week 8 (October 19 - 23)

**Topic:** *What Have We Learned So Far?*

<b>Assignment</b>	<b>Format</b>	<b>Due Date</b>
1) Exam 1	1) Blackboard	1) Oct. 23

## Week 9 (October 26 - 30)

### Topic: Sexual Violence: Vulnerabilities and Power Imbalances

Readings	Lecture or Documentary	Discussion Board Groups
<ul style="list-style-type: none"><li>• Goodman</li><li>• Pierce and Koeplinger</li><li>• Stotzer</li><li>• Trammell</li></ul>	SV: Concepts and Statistics UActs with Courage digital story #1 and #4	<i>We are using Group B for this week.</i>

Assignment	Format	Due Date
1) Lecture/Doc Response <i>and</i> Response to Classmates	1) Discussion Board	1) Oct. 29 <i>and</i> 30
2) Reading Response <i>and</i> Response to Classmates	2) Discussion Board	2) Oct. 29 <i>and</i> 30

## Week 10 (November 2 - 6)

### Topic: Sexual Violence: Motivations, Rationales, and Justifications

Readings	Lecture or Documentary	Discussion Board Groups
<ul style="list-style-type: none"><li>• Basile, et. al.</li><li>• Farley, et. al.</li><li>• Scully and Marolla</li></ul>	<i>Dreamworlds 3</i>	<i>We are using Group B for this week.</i>

Assignment	Format	Due Date
1) Lecture/Doc Response <i>and</i> Response to Classmates	1) Discussion Board	1) Nov. 5 <i>and</i> 6
2) Reading Response <i>and</i> Response to Classmates	2) Discussion Board	2) Nov. 5 <i>and</i> 6
3) Community Activism Project	3) Blackboard	3) Nov. 6

## Week 11 (November 9 - 13)

### *Topic: Sexual Violence: Impact of Trauma*

<b>Readings</b>	<b>Lecture or Documentary</b>	<b>Discussion Board Groups</b>
<ul style="list-style-type: none"><li>• Trujillo, preface and chapters 1 – 7</li><li>• Fanflik (recommended)</li></ul>	Neurobiology of Sexual Assault	<i>We are using Group C for this week.</i>

<b>Assignment</b>	<b>Format</b>	<b>Due Date</b>
1) Lecture/Doc Response <i>and</i> Response to Classmates	1) Discussion Board	1) Nov. 12 <i>and</i> 13
2) Reading Response <i>and</i> Response to Classmates	2) Discussion Board	2) Nov. 12 <i>and</i> 13

## Week 12 (November 16 - 20)

### *Topic: Sexual Violence: Survival and Healing*

<b>Readings</b>	<b>Lecture or Documentary</b>	<b>Discussion Board Groups</b>
<ul style="list-style-type: none"><li>• Trujillo, chapters 8 – 12</li></ul>	<i>Boys and Men Healing</i>	<i>We are using Group C for this week.</i>

<b>Assignment</b>	<b>Format</b>	<b>Due Date</b>
1) Lecture/Doc Response <i>and</i> Response to Classmates	1) Discussion Board	1) Nov. 19 <i>and</i> 20
2) Reading Response <i>and</i> Response to Classmates	2) Discussion Board	2) Nov. 19 <i>and</i> 20

### Week 13 (November 23 - 27)

#### *Topic: Emotional Responses*

Assignment	Format	Due Date
1) Personal Reflection Essay	1) Blackboard	1) Nov. 27
2) Principles of Prevention Training	2) Blackboard	2) Nov. 27

### Week 14 (November 30 - December 4)

#### *Topic: Preventing Men's Violence against Vulnerable People*

Readings	Lectures	Discussion Board Groups
a) Parra-Cardona, et. al. b) Piccigallo, et. al. c) Schwartz and DeKeseredy	<ul style="list-style-type: none"><li>• Approaches to Violence Prevention</li><li>• UActs with Courage digital story #3</li></ul>	<i>We are using Group C for this week.</i>

Assignment	Format	Due Date
1) Lecture/Doc Response <i>and</i> Response to Classmates	1) Discussion Board	1) Dec. 3 <i>and</i> 4
2) Reading Response <i>and</i> Response to Classmates	2) Discussion Board	2) Dec. 3 <i>and</i> 4

### Week 15 (December 7 - 11)

#### *Topic: What Have We Learned?*

Assignment	Format	Due Date
1) Exam 2	1) Blackboard	1) Dec. 11

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 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.
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