ST. LOUIS UNIVERSITY
DEPT. OF WOMEN’S AND GENDER STUDIES

VIOLENCE AGAINST WOMEN
WSTD 3800-01/POLS 3880-01

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Office hours: Tuesday and Thursday 1:00-2:00, and by appointment

Spring 2018
T-Th 11-12:15

COURSE DESCRIPTION AND OBJECTIVES
This course examines current issues and responses to the problem of gender-based violence. We will focus especially on the topics of rape/sexual assault, child sexual abuse, intimate partner violence, stalking, and sexual harassment. We will discuss ongoing controversies about the causes and effects of such violence and examine the psychological, legal, sociological, and political discourses surrounding these issues.

Upon completion of the course, students should be able to

- identify cultural and structural sources of gender-based violence;
- understand how the intersections of gender/sexuality, race/ethnicity, class, and other characteristics are reflected in women’s experiences of gender-based violence;
- apply key concepts and approaches from a variety of disciplines, including Women’s and Gender Studies, Political Science, Sociology, and Psychology, to analyze the problem of violence against women and responses to it in the U.S.;
- propose appropriate individual and policy responses to violence against women; and
- articulate the ways in which gender-based violence is a social justice issue.

PREREQUISITES
There are no prerequisites for this course.

TEXTS
The following required text is available in the university’s bookstore:

- There are many additional assigned articles. Some are available through Pius Library and on the internet and others on Blackboard. Blackboard items are indicated with an asterisk.

TEACHING AND LEARNING METHODS

REQUIREMENTS:

*Class attendance:* It is important to attend each class meeting so that you remain engaged with the course material and discussions. **You may miss a total of two class periods during the**
semester for any reason (you need not provide an excuse); additional absences will lower your grade. I strongly urge you to save your excused absences for when you are sick.

Class participation and preparation: Since the class periods will be primarily discussion based, your substantial, consistent, and thoughtful contributions to class discussion (as both a speaker and a listener) are essential. I will use participation in class discussions as a factor in deciding borderline grades for the course.

Computer use: Based on studies about optimal student learning and classroom dynamics, students will NOT be allowed to use computers during class unless otherwise noted.

### METHODS OF EVALUATION

Your final grade in this course will be determined as follows:

**10% Daily discussion questions.** By 9:00 a.m. the morning of one class period each week (I will assign you to either the Tues. or Thurs. class), email to me one open-ended question that can be discussed in class, along with a sentence or two about why you chose this particular question. I will grade these credit/no credit. You can skip doing these for one class period during the semester. If you successfully complete 90% of these, you will earn an "A" for this portion of your grade; 80% will earn a "B", and so on. Here are some ideas to get started:

**Discussion question topic:**
- Something in the reading that stood out to you, surprised you, or resonated with your experience;
- Something that connects (or contrasts) with things you have learned in this or other courses;
- Something in the reading that you want a deeper understanding about; or
- Something that has implications for your media project.

**Open-ended questions:** In general, these are questions that begin with the words What, Why, and How. Good questions will:
- Ask the class to reflect on the topic;
- Invite the class to think critically;
- Invite the class to think independently and creatively;
- Allow for students to express opinions based on what was read.

**20% Short papers (10% each).** You will be required to write two 2-3 page papers. In the first one, you will analyze your state’s laws regarding rape/sexual assault. In the second one, you will choose one representation of violence against women in the media and analyze it, drawing on assigned course readings (this can then be incorporated into your later media project). Both assignments are available on Blackboard.
20% Take-home midterm exam. I will give you two essay questions pertaining to the material we have covered in class. You will be asked to write a 2-3 page answer to each question, to be turned in on the date specified. You will have one week to complete the exam.

30% Media project. You will choose some everyday representations of violence against women in the media (for example, news reports, advertisements, magazine articles, or episodes of a TV show) and create a piece online that critically analyzes the assumptions and expectations they promote about gender-based violence. More details will be forthcoming shortly.

20% Final exam. Available on Blackboard, the final exam is comprised of a set of 4 essay questions from which I will choose 2 questions for you to answer during the scheduled in-class final exam period (closed-book). The topics span the entire semester.

OTHER COURSE POLICIES

TRIGGER WARNING
This class contains a lot of information that may be triggering to people who have or have not experienced violence. If the material becomes emotionally overwhelming at any point during the semester, please talk to the instructor and/or seek the support of formal or informal resources that can help.

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at:


Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

Disability Services Academic Accommodations

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course.
Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314/977-3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student’s eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor’s course roster.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

Title IX
Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g., sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU’s Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; akratky@slu.edu; 314-977-3886) and share the basic facts of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU’s sexual misconduct policy and for resources, please visit the following web addresses:
www.slu.edu/here4you.

Student Success Center
In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic and career related services, and is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students can visit www.slu.edu/success to learn more about:

- Course-level support (e.g., faculty member, departmental resources, etc.).
- University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning).

Writing Center
I encourage you to take advantage of the writing services in the Student Success Center. Getting feedback benefits writers at all skill levels. Trained writing consultants can help with any writing, multimedia project, or oral presentation. During the one-on-one consultations, you can work on everything from brainstorming and developing ideas to crafting strong sentences and
documenting sources. These services do fill up, so make an appointment early! For more information, or to make, change, or cancel an appointment, call 977-3484 or visit http://www.slu.edu/writingservices.xml.

COURSE OUTLINE

This syllabus is subject to change at the discretion of the instructor to accommodate instructional and/or student needs. Any changes will be announced at the beginning of the regularly scheduled class periods.

Class Schedule and Readings
(Blackboard items are indicated with an asterisk.)

January 16: Introduction to the course
Focus: • How to understand men's violence against women

In class video, Jackson Katz's TED talk. “Violence Against Women: It’s a Men’s Issue.”
Available online at
https://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue

January 18: Rape history and law
Focus: • Historical shifts in how we frame (interpret) rape
  • Law enforcement frames
  • Continuing problems with rape laws

Griffin, Susan. “Rape: The All American Crime.” Available online at
www.unz.org/Pub/Ramparts-1971sep-00026

January 23: Rape and trauma
Focus: • The experience of rape and its aftermath
  • Characteristics and impact of trauma on victims
  • Resources for dealing with trauma

Optional: National Center for PTSD. “PTSD Basics: Understanding PTSD.” Available online at
www ptsd va gov public understanding ptsd booklet pdf.
January 25: Trauma and interventions
Focus: • Navigating the criminal justice system
  • Why aren't medical institutions more responsive?


January 30: Anti-rape activism
Focus: • Why has it been hard to prosecute rape cases?
  • Cultural underpinnings of rape laws: Why are rape laws so hard to correct?
  • What would a "good" rape law look like?
  • Unique issues associated with date rape drugs


February 1: Survivors who are often neglected
Focus: • Victims who are not college students
  • Victims who are farmworkers
  • Male rape victims: Who are they? How do they react?
  • Lesbian rape: How can we understand this?

February 6: Rape on college campuses

Short paper #1 due

Focus: • Who are rapists? How do they get away with it?
• What does the term "rape culture" refer to?
• Affirmative consent: What is it? Why have it?


February 8: Rape on college campuses

Focus: • What is problematic about how some universities have dealt with campus rape?
• How widespread is the problem?

Watch the video, "The Hunting Ground." Available on Netflix.


February 13: Rape on college campuses

Focus: • Optimal key features of university judicial processes
• Should school investigations look like criminal procedures?
• Where does the University process typically break down?
• Are affirmative consent policies a good idea? Are they culturally acceptable?


February 15: Campus judicial responses
Focus: • Does SLU’s sexual assault policy meet the standards?
Guest speaker from SLU’s Office of Institutional Equity and Diversity.

St. Louis University Sexual Assault Policy. Available on SLU website.
St. Louis University instructions for Reporting Sexual Assault. Available on SLU website.
Optional: Bogdanich, Walt. “Reporting Rape, and Wishing She Hadn’t: How One School
at http://nyti.ms/1zxDH1y.

February 20: Sexual violence in the military
Focus: • What are the institutional supports for sexual assault in the military?
• Are the current remedies sufficient?

Watch the film, “The Invisible War.” Available online.
Samuelsohn, Darren. “Claire McCaskill’s Sexual Assault Bill Passes.” Politico Pro, March 10,
2014. Available online at http://www.politico.com/story/2014/03/claire-mccaskill-
military-sexual-assault-bill-104499.html

February 22: Child sexual abuse
Focus: • Why does it matter how we define child sexual abuse?
• How does child sexual abuse differ from adult sexual assault?
• Long-term impacts of child sexual abuse
• How can we best respond?

*Generation Five, "10 Frequently Asked Questions about Child Sexual Abuse"
*Crossen-Tower, Cynthia. "The Sexual Abuse of Children." Chapter 6 in Understanding Child
*Herman, Judith. "Child Abuse." Chapter 5 in Trauma and Recovery: The Aftermath of

February 27: Intimate partner violence: History, backgrounds, and contexts
Focus: • What is the difference between partner assaults and coercive control?
• How does coercive control work?
• Blaming the victim for IPV: Who benefits?

*Stark, Evan. “The Technology of Coercive Control.” Chapter 8 in Coercive Control, New
*Jones, Ann. “Why Doesn’t She Leave?” Read pp. 129-140 from Chapter 5 in Next Time She’ll
March 1: Intimate partner violence and the civil justice system

Take-home midterm exam handed out
Focus: *IPV and divorce: Is the process fair?*
   *Do civil procedures help the victim?*


*Sample Order of Protection

March 6: Intimate partner violence and the criminal justice system

Focus: *CJ responses to IPV: pros, cons, and inherent limitations*
   *Unintended consequences*
   *Shortcomings of the "battered women syndrome" defense*


March 8: Intimate partner violence: Women as survivors/Survivor-defined advocacy

Focus: *What are key features of victim-defined advocacy?*
   *Risks from abuser vs. risks from circumstances if she leaves*


Take-home midterm exam due

March 13 and 15: Spring break: No class.
March 20: Intimate partner violence and children and their mothers

Focus:  • How does adult abuse affect the children?
       • How can we best help the children of battered women?
       • How do we treat mothers of abused children? Why?


March 22: Men and women who batter

Focus:  • Why do men batter?
       • Is Lundy's explanation a feminist one?
       • Do batterer intervention programs work?


March 27: No class

March 29: Easter break: No class

April 3: Battered women’s movement: Critiquing systems

Focus:  • Intersectionality and IPV
       • How should battered women's programs take intersectionality into account?


April 5: Facing multiple oppressions
Short paper #2 due
Focus: • Immigrant women and IPV
  • Unique barriers for immigrant women seeking help
  • Is there a "right" way for law enforcement and social services to take cultural
    background into account without ignoring it?
  • Pros and cons of current federal policies regarding IPV and immigrants

*Das Dasgupta, Shamita. "Women's Realities: Defining Violence Against Women by
Immigration, Race, and Class." In Domestic Violence at the Margins: Readings on Race,
Class, Gender, and Culture, edited by Natalie J. Sokoloff, 56-70. Piscataway, NJ:

Why Congress Acted to Expand Protections to Immigrant Victims." Violence Against

April 10: An intersectional analysis of family violence
Focus: • Benefits of an intersectional understanding of IPV
  • Non-criminal justice responses to IPV
  • Connection between micro (individual) and macro/meso (community) level changes

*Sokoloff, Natalie J. "The Intersectional Paradigm and Alternative Visions to Stopping Domestic
Violence: What Poor Women, Women of Color, and Immigrant Women are Teaching Us
About Violence in the Family." International Journal of Sociology of the Family 34, no.

April 12: Facing multiple oppressions
Focus: • Patterns of IPV against LGBTQ individuals
  • VAWA 2013: What are the newest provisions? What gaps remain?

* National Coalition of Anti-Violence Programs. Lesbian, Gay, Bisexual, Transgender, Queer,
quick look at pp. 1-48, and then read the "Discussion" section on pp. 49-61.

*Modi, Monica N., Sheallah Palmer, and Alicia Armstrong. "The Role of the Violence Against
Women Act in Addressing Intimate Partner Violence: A Public Health Issue." Journal of

Democracy Now. "New Violence Against Women Act Includes Historic Protections for Native
American and LGBTQ Survivors." March 8, 2013. Available online at
www.democracynow.org/2013/3/8/new_violence_against_women_act_includes
April 17: Stalking
Focus: • Partner vs. non-partner stalking
   • Relationship between stalking and IPV
   • Law enforcement responses to stalking: What works?


April 19: Stalking
Focus: • Uses of technology in stalking
   • Ways to address stalking
   • Campus stalking policies: How does SLU’s measure up?

Look at Marshall University Women's Center website, "Cyberstalking." Available online.
Stalking Resource Center. Model Campus Stalking Policy. Available online at
Look at online version of SLU's policy on stalking.

April 24: Sexual harassment in the workplace
Focus: • Criteria for classifying behavior as sexual harassment: What are the different standards? Why do they matter?
   • What finally triggered adoption of sexual harassment policies and procedures?
   • Obstacles to ending sexual harassment
   • The history and future of the #MeToo movement

April 26: Sexual harassment

Focus: • What is the reasonable woman standard?
  • Are all women equally likely to be believed?


May 1: Sexual harassment

Focus: • Connection between masculinity and sexual harassment
  • Solutions to sexual harassment: law, training, or something else?


May 3: Media projects due

Tuesday, May 15, noon-1:50: In-class final exam