

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 2:00-3:00, and by appointment

Spring 2017
T-Th 12:45-2:00

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:

- Alice Sebold, *Lucky* (New York: Back Bay Books/Little, Brown and Company, 2002).
- 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 points of interest and discussion questions. By 9:00 a.m. the morning of each class, email to me one point of interest about your portion of the assigned readings (we will divide these up in each prior class period) and one corresponding open-ended question that can be discussed in class. Also write these down on paper and bring them to class so you can remember them. I will grade these credit/no credit. You can skip doing these for two class periods 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:

Points of interest:

- 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 research proposal.

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 point of interest;
- 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 its rape/sexual assault laws. 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).

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.

25% Media project. You will choose some everyday representations of violence against women in the media (e.g., news reports, advertisements, magazine articles, or episodes of a TV show) and write a 6-8 page paper critically analyzing the assumptions and expectations they promote about gender-based violence. You will also assess the extent to which these representations confirm and/or challenge the ideas we have read about and discussed during the semester.

5% In-class presentation of your media project. Each student will sign up to do her/his 8-minute presentation during one of the last two class periods of the semester.

20% Final exam. During the last week of classes I will give you 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 will 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:

http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf.

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:

<http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy>
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 17: 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 19: 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

*Schulhofer, Stephen J. "Unchecked Abuses." Chapter 1 in *Unwanted Sex: The Crime of Intimidation and the Failure of Law*. Cambridge: Harvard University Press, 1998.

*Martin, Patricia Yancey. "The Legal Institution: Why Police, Prosecutors, and Judges Collaborate with Rapists and Their Defenders." Chapter 3 in *Rape Work*. New York and London: Routledge, 2005.

Assignment for Short paper #1 handed out

January 24: Rape and trauma

Focus: • *The experience of rape and its aftermath*

• *Characteristics and impact of trauma on victims*

• *Resources for dealing with trauma*

Sebold, Alice. *Lucky*. New York: Little, Brown, & Co., 1999/2002. Read pp. 1-90.

*Herman, Judith. "Terror." Chapter 2 in *Trauma and Recovery: The Aftermath of Violence—from Domestic Abuse to Political Terror*. New York: Basic Books, 1997.
Optional: National Center for PTSD. "PTSD Basics: Understanding PTSD." Available online at www.ptsd.va.gov/public/understanding_ptsd/booklet.pdf.

January 26: Trauma and interventions

Focus: • *Navigating the criminal justice system*

- *Why are medical institutions unresponsive?*

Sebold, Alice. *Lucky*. New York: Little, Brown, & Co., 1999/2002. Read pp. 91-201.

**Optional*: Martin, Patricia Yancey. "Hospitals—The Reluctant Partner." Chapter 4 in *Rape Work*. New York and London: Routledge, 2005.

January 31: 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*

Sebold, Alice. *Lucky*. New York: Little, Brown, & Co., 1999/2002. Read pp. 202-end.

*Schulhofer, Stephen J. "Disappointing Reforms" and "The Search for Solutions." Chapter 2 in *Unwanted Sex: The Crime of Intimidation and the Failure of Law*. Cambridge: Harvard University Press, 1998.

*Rivard, Ry. "Only Yes Means Yes," *Inside Higher Ed*, June 9, 2014.

Shulevitz, Judith. "Regulating Sex," *New York Times* June 27, 2015, available at <http://nyti.ms/1KhK2J0>.

*Erdery, Sabrina Rubin. "The Crime Against Women That No One Understands." *Self* (November 2008): 190-95.

February 2: Survivors who are often neglected

Focus: • *Victims who are not college students; farmworkers*

- *Male rape victims: Who are they? How do they react?*
- *Lesbian rape: How can we understand this?*

Watch the PBS Frontline video, "Rape in the Fields," available at <http://www.pbs.org/wgbh/frontline/film/rape-in-the-fields/>

Guest discussant: James Antonio

Rennison, Callie Marie. "Privilege, Among Rape Victims. Who Suffers Most From Rape and Sexual Assault in America?" *New York Times* Dec. 21, 2014. Available online at <http://nyti.ms/13Ss1jM>

*Pelka, Fred. "Raped: A Male Survivor Breaks His Silence." In *Gender Violence: Interdisciplinary Perspectives*, edited by Laura O'Toole and Jessica Schiffman, 209-214. New York: NYU Press, 1997.

- *Scarce, Michael. "Male-on-Male Rape." In *Just Sex: Students Rewrite the Rules on Sex, Violence, and Equality*, edited by Jodi Gold and Susan Villari, 39-46. New York: Rowman & Littlefield, 2000.
- *Girshick, Lori. "Introduction" and "Speaking the Unspeakable." Introduction and Chapter 1 (NOTE: Read only pp. 3-19) in *Woman-to-Woman Sexual Violence: Does She Call It Rape?* Boston: Northeastern Univ. Press, 2002.

February 7: 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?*
- *What are the federal guidelines for campus sexual assault policies?*
- *Does SLU's sexual assault policy meet the standards?*

*Lisak, David and Paul M. Miler. "Repeat Rape and Multiple Offending Among Undetected Rapists." *Violence and Victims* 17, no. 1 (2002): 73-84.

*Katz, Jackson. "It Takes a Village to Rape a Woman." Chapter 9 in *The Macho Paradox: Why Some Men Hurt Women and How All Men Can Help*. Naperville, IL: Sourcebooks, Inc., 2006.

*Kimmel, Michael. "Predatory Sex and Party Rape." Chapter 10 in *Guyland: The Perilous World Where Boys Become Men*. New York: Harper Collins, 2008.

"Dear Colleague Letter." U.S. Department of Education Office for Civil Rights, 2011. Available online at <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.html>

St. Louis University Sexual Assault Policy. Available on SLU website.

St. Louis University instructions for Reporting Sexual Assault. Available on SLU website.

Optional: "Date Rape Drugs Fact Sheet." Office on Women's Health. Available online at <http://www.womenshealth.gov/publications/our-publications/fact-sheet/date-rape-drugs.html>.

Optional: Video, "The Hunting Ground"

February 9: Campus judicial responses

Focus: • *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?*

Guest speaker from SLU's Office of Institutional Equity and Diversity.

*Pearson, Douglas. "Sexual Assault and the University Judicial Process." In *Sexual Violence on Campus: Policies, Programs, and Perspectives*, edited by Allen J. Ottens and Kathy Hoetelling, pp. 218-253. New York: Springer, 2001.

Brodsky, Alexandra. "Fair Process, Not Criminal Process, Is the Right Way to Address Campus Sexual Assault." *The American Prospect*, Jan. 21, 2015. Available online at <http://prospect.org/article/fair-process-not-criminal-process-right-way-address-campus-sexual-assault>

*U.S. Senate Subcommittee on Financial & Contracting Oversight. "McCaskill Report: Sexual Violence on Campus." July 9, 2014. Read pp. 1-4.

Optional: Bogdanich, Walt. "Reporting Rape, and Wishing She Hadn't: How One School Handled a Sexual Assault Complaint." *New York Times*, July 13, 2014. Available online at <http://nyti.ms/1zxdHly>.

February 14: 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."

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 16: 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 Abuse and Neglect*, 6th edition. Boston: Pearson, 2005.

*Herman, Judith. "Child Abuse." Chapter 5 in *Trauma and Recovery: The Aftermath of Violence--from Domestic Abuse to Political Terror*. New York: Basic Books, 1997.

February 21: 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 York: Oxford University Press, 2007.

*Jones, Ann. "Why Doesn't She Leave?" Read pp. 129-140 from Chapter 5 in *Next Time She'll Be Dead: Battering and How to Stop It*. Boston: Beacon Press, 2000.

February 23: Intimate partner violence and the civil justice system

Focus: • *IPV and divorce: Is the process fair?*

• *Do civil procedures help the victim?*

*Waits, Kathleen. "Battered Women and Their Children: Lessons from One Woman's Story." In *Domestic Violence Law*, edited by Nancy K.D. Lemon, 43-66. St. Paul, MN: West Group, 2001.

- *Logan, T.K., Lisa Shannon, Robert Walker, and Teri Marie Faragher. "Protective Orders: Questions and Conundrums." *Trauma, Violence, and Abuse* 7, no. 3 (2006): 175-205.
- *Sample Order of Protection

February 28: Intimate partner violence and the criminal justice system

Focus: • *CJ responses to IPV: pros, cons, and inherent limitations*

- *Wallace, Harvey. "The Criminal Justice Response to Spousal Abuse." Chapter 9 in *Family Violence: Legal, Medical, and Social Perspectives*, 3rd edition. Boston: Allyn and Bacon, 2002.

March 2: Intimate partner violence and the criminal justice system

Take-home midterm exam handed out

Focus: • *Unintended consequences*

- *Shortcomings of the "battered women syndrome" defense*

- *Meloy, Michele L., and Susan L. Miller. "How Battered Women Lose: Unintended Consequences of Well-intentioned Legal and Criminal Justice Policies." Chapter 6 in *The Victimization of Women: Law, Policies, and Politics*. New York: Oxford University Press, 2011.

March 7: 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*

- *Davies, Jill M., and Eleanor Lyon. "Overview of Victim-Defined Advocacy" and "Risks Victims Face." Chapters 1 and 2 in *Domestic Violence Advocacy: Complex Lives/Difficult Choices*. Thousand Oaks, CA: Sage, 2014.

March 9: Intimate partner violence: The clemency movement

Focus: • *The Missouri Battered Women's Clemency Coalition*

- *Do women have a right to be protected from IPV?*

- *Gonnerman, Jennifer. "No Safe Haven" and "The Unforgiven." *Mother Jones* 30, issue 4 (July/August 2005): 36-43.

CBS News. "Gonzales vs. Castle Rock" (March 20, 2005). Available online at <http://www.cbsnews.com/news/gonzales-vs-castle-rock/>.

- *Schneider, Elizabeth M., Caroline Bettinger-Lopez, Julie Goldscheid, Sandra SW. Park, Ejim Dike, Lisalyn R. Jacobs, Margaret Drew, and Mary Haviland. "Implementing the Inter-American Commission on Human Rights' Domestic Violence Ruling." *Clearinghouse Review Journal of Poverty Law and Policy* (July-August 2012): 113-121.

Take-home midterm exam due

Assignment for Short paper #2 handed out

March 14 and 16: Spring break: No class.

March 21: 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?*

*Groves, Betsy McAlister. "When Home Isn't Safe: Children and Domestic Violence." Chapter 3 in *Children Who See Too Much: Lessons from the Child Witness to Violence Project*. Boston, MA: Beacon Press, 2002.

Edelson, Jeffrey L. "Emerging Responses to Children Exposed to Domestic Violence." VAWnet: National Online Resource Center on Violence Against Women. Available online at http://www.vawnet.org/Assoc_Files_VAWnet/AR_ChildrensExposure.pdf

*Schneider, Elizabeth M. "Motherhood and Battering." Read pp. 148-157 from Chapter 9 in *Battered Women and Feminist Lawmaking*. New Haven: Yale University Press, 2000.

Recommended: Alex Campbell, "Battered, Bereaved, and Behind Bars." Oct. 3, 2014. Available online at <http://www.buzzfeed.com/alexcampbell/how-the-law-turns-battered-women-into-criminals>

March 23: Men and women who batter

Focus: • *Why do men batter?*

• *Is Lundy's explanation a feminist one?*

• *Do batterer intervention programs work?*

*Bancroft, Lundy. "The Mythology" and "The Mystery." Chapters 1, 2, and 3 in *Why Does He Do That?: Inside the Minds of Angry and Controlling Men*. New York: Berkeley Publishing Group, 2002.

Optional: Edelson, Jeffrey L. "Groupwork with Men Who Batter: What the Research Literature Indicates." VAWnet: National Online Resource Center on Violence Against Women. Available online at http://www.vawnet.org/summary.php?doc_id=3159&find_type=web_sum_AR

March 28: Battered women's movement: Critiquing systems

Short paper #2 due

Focus: • *Intersectionality and IPV*

• *How should battered women's programs take intersectionality into account?*

*Crenshaw, Kimberle. "Intersectionality and Identity Politics: Learning from Violence Against Women of Color." In *Reconstructing Political Theory: Feminist Perspectives*, edited by Mary Lyndon Shanley and Uma Narayan, 178-193. University Park, PA: The Pennsylvania State University Press, 1997.

*Koyama, Emi. "Disloyal to Feminism: Abuse Survivors within the Domestic Violence Shelter System." In *Color of Violence: The Incite! Anthology*, edited by Incite! Women of Color Against Violence, pp. 208-222. Cambridge, MA: South End Press, 2006.

March 30: No class

April 4: Facing multiple oppressions

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: Rutgers University Press, 2000.
- *Conyers, Jr., John. "The 2005 Reauthorization of the Violence Against Women Act: Why Congress Acted to Expand Protections to Immigrant Victims." *Violence Against Women* 13, no. 5 (2007), NOTE: Read pp. 457-463.

April 6: 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. 2 (2008), pp. 153-185.

April 11: Facing multiple oppressions

Focus: • *Patterns of IPV against LGBTQ individuals*

- *VAWA 2013: What are the newest provisions? What gaps remain?*
- *Lesbian, Gay, Bisexual, Transgender, Queer, and HIV-Infected Intimate Partner Violence in 2012. New York: National Coalition of Anti-Violence Programs, 2013. Take a 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 Women's Health*, 23, no. 3 (2014): 1-5.
- Democracy Now. "New Violence Against Women Act Includes Historic Protections for Native American and LGBT Survivors." March 8, 2013. Available online at www.democracynow.org/2013/3/8/new_violence_against_women_act_includes

April 13: Easter break: No class

April 18: Stalking

Focus: • *Partner vs. non-partner stalking*

- *Relationship between stalking and IPV*
 - *Law enforcement responses to stalking: What works?*
- Logan, T.K. *Research on Partner Stalking: Putting the Pieces Together*. University of Kentucky Department of Behavioral Science & Center on Drug and Alcohol Research, 2010. Available online at <http://www.ncvc.org/src/AGP.Net/Components/DocumentViewer/Download.aspxnz?DocumentID=48094>

- *Racine, Christopher, and Stephen Billick. "Classification Systems for Stalking Behavior." *Journal of Forensic Sciences* (2013): 1-5.
- *National Center for Victims of Crime, "Stalking," Guide for Cops, 2012. Read pp. 19-27 (the section entitled "Responses to the Problem of Stalking")

April 20: Stalking

Focus: • *Uses of technology in stalking*

- *Ways to address stalking*
- *Campus stalking policies: How does SLU's measure up?*

- *Southworth, Cindy, Jerry Finn, Shawndell Dawson, Cynthia Fraser and Sarah Tucker. "Intimate Partner Violence, Technology, and Stalking." *Violence Against Women* 13, no. 8 (August 2007): 842-856.

Stalking Resource Center. *Model Campus Stalking Policy*. Available online at <http://www.ncvc.org/ncvc/AGP.Net/Components/documentViewer/Download.aspxnz?DocumentID=48282>.

Look at online version of SLU's policy on stalking.

April 25: Sexual harassment

Focus: • *Criteria for classifying behavior as sexual harassment: What are the different standards? Why do they matter?*

- *Backlash to sexual harassment laws*
- *What finally triggered adoption of sexual harassment policies and procedures?*

- *Mink, Gwendolyn. "Sexual Harassment Law from Carmita Wood to Paula Jones." Chapter 2 (NOTE: Read pp. 1-16 and 30-41) in *Hostile Environment: The Political Betrayal of Sexually Harassed Women*. Ithaca, NY: Cornell University Press, 2002.

- *DeBruin, Debra. "Identifying Sexual Harassment: The Reasonable Woman Standard." In *Violence Against Women: Philosophical Perspectives*, edited by Stanley G. French, Wanda Teays, and Laura M. Purdy, 107-122. Ithaca, NY: Cornell University Press, 1998.

April 27: Sexual harassment

Focus: • *Connection between masculinity and sexual harassment*

- *Solutions to sexual harassment: law, training, or something else?*

- *Quinn, Beth A. "Sexual Harassment and Masculinity: The Power and Meaning of 'Girl Watching.'" *Gender & Society* 16 (2002), pp. 386-402.

Media projects due

May 2 and 4: In-class presentations of media projects

Thursday, May 11, noon-1:50: In-class final exam

Media Project

Be on the lookout for everyday representations of violence against women in the media. For the purposes of this project, these representations should come from print media (magazines, newspapers), television, or from readily available web-based sources made available to a wide audience **during the last year**.

The argument(s) you construct for this paper should be informed and supported by relevant readings from our syllabus. To what extent do these representations you have identified confirm and/or challenge the ideas we have read about and discussed this semester?

There are two general ways to approach this project:

1) Single topic or issue/Multiple media

For this version of the project, you explore how a particular example or story of violence against women (a particularly famous case, scandal, etc.) gets represented in a select number of media, keeping a critical eye out for how the story or the emphasis of the story changes according to the source. For example, you might compare how a single court case gets portrayed in a paper like *The New York Times* and one like *The Post-Dispatch* (a local/regional paper). No matter which version you choose, your goal will be to assess the *representation* of the violence (whether it is non-fiction or fictionalized) in light of the scholarship about the violence. That is, your argument needs to **focus on the choices** that reporters and media figures make in explaining the case to the public rather than on the facts of the case themselves (since it is very likely that we will never know the “truth” of any case).

2) Single media source/Multiple issues

For this version of the project, you examine the ways that multiple forms of violence against women (and indeed, the very idea of violence against women) emerge in a single media source. You could, for example, analyze the way *Seventeen Magazine* represents violence against women in a set number (say, two or three) of its issues, looking carefully, for example, at *which* issues it chooses to discuss, what the goals of the articles are, how the issues are framed, etc. Or you could examine a few episodes of a TV show like *Law & Order: SVU*, focusing on its producer’s choices about which forms of violence to depict as well as on the subtle (or not-so-subtle) choices made in the process. How do these choices fit in with and/or contradict the arguments about violence in the scholarship?

Keep in mind that your primary goal is to **analyze** these representations with the ultimate aim of deciding on the kinds of **assumptions and expectations our media currently promotes** about violence against women. These assumptions and expectations will not be the same everywhere (or even in all newspaper accounts or TV shows, etc.), and a sophisticated analysis will seek to reveal such contradictions or ambivalent responses.

It is important to keep in mind that not all media—or even most media—does a bad job all the time in representing violence against women. Be prepared to talk about positive as well as less ideal examples when they arise.

The final project will include a **portfolio of 8-10 images/representations** and a **6-8 page paper** that comes to some conclusions about the kinds of messages that the media sends about violence against women.

Some analytical questions to ask of each image/representation*

- How simplistic or complex is the image?
- What is the message being sent by the image or representation?
- Who is the target audience for the representation? (How do you know?) How might the target audience relate to the message(s) that is/are communicated by the image?
- What or who gets left out of the image or representation?
- Whose interests are (and are not) served by this image or representation?
- How do the facts as presented resonate with the facts about this issue from class readings?
- How do the underlying assumptions endorsed by this image/representation resonate with the scholarly readings we have done?

Some analytical questions to ask of the collections as a whole (after collecting your images)*

- On the whole, how accurate are these images in communicating the problems related to violence against women? Which, if any, myths emerge?
- Are there any groups of women who systematically get ignored?
- Are some kinds of women more consistently represented as victims than others?
- Are some kinds of men more consistently represented as victimizers than others?
- Are some kinds of media, in your opinion, more responsible in their representations than others?
- Given your knowledge of the subject and the reading you have done this semester, what kinds of issues are favored by the media when it comes to violence against women? Which are more or less ignored?

Remember to **frame your paper around an argument** (or series of arguments) **that addresses the relationship of media representations to the realities of violence against women as you have come to understand them.** Do not organize your paper by discussing one image at a time; rather, integrate your discussions of individual representations within a larger argument that addresses one or more of the analytical questions you have asked of the project as a whole. Some images/representations may receive more attention than others—this is fine.

Include a reference list as part of your final paper. Use one of the standard citation and reference formats (e.g., APA, MLA, ASA).

*Please note that these questions are meant to help guide your thinking and should not be used as a structure for your paper.