

# Violence Against Women

WST 3325 Section: 3325

**Academic Term:** Fall 2023

**Instructor:**

Dr Maddy Coy

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Office Hours: details in Canvas

**Course Credits:** 3



## Course Description

*Violence against women persists in every country in the world as a pervasive violation of human rights and a major impediment to achieving gender equality*  
(United Nations, 2006)

This course focusses on what we know and what we think we know about violence against women, described by United Nations as a 'global injustice' (United Nations, 2006: 12). Feminists have been talking about, theorizing and researching violence against women for decades. A transnational movement has mobilized to challenge the silences about being subject to violence, more recently joined by state engagement at national and international levels, and alliances of men that disavow connections between masculinities and abusive practices. As public awareness about violence against women grows, some myths and controversies are disrupted, while others become part of 'common-sense' discourse. In this course we will examine why some questions, such as 'why doesn't she just leave?' endure, as well as the origins and persistence of rape myths and assumptions about culture, religion and violence. These will be contrasted with the empirical evidence base on violence against women, comprising research with victim-survivors, prevalence data, public policy analysis and the more limited range of studies on perpetrators.

Violence against women is a global issue, and we will explore the transnational dimensions of such violence and human rights responses. This includes how prevalence of violence against women varies and what intervention and prevention looks like in different contexts. A particular focus will be violence against women in Europe. We will also explore the evidence on how Covid-19 has exacerbated violence against women globally.

## Course Objectives

By the end of the course, students will be able to critically engage with:

- the evidence base on the extent of violence against women globally and in the US, with a focus on different forms of violence and how these practices are globalized
- theoretical frameworks for understanding violence against women and the extent to which these accommodate transnational perspectives
- myths and stereotypes about victims and perpetrators and how these are related to sex/gender, race, ethnicity, class and citizenship status
- impacts of violence and abuse, specialist support for victim-survivors, and global feminist activism.

**This course is part of the International Scholars Program and assignments will include evaluation for ability to incorporate an international perspective.**

### ***Learning outcomes***

By the end of the course, students are expected to be able to:

- define different forms of violence against women and the connections between them;
- understand conceptual frameworks that locate violence against women in social structures, with reference to sex/gender, race, ethnicity, class, sexuality and citizenship status;
- recognize and deconstruct myths and stereotypes about victims and perpetrators;
- identify sources of empirical data about violence against women and current gaps in the evidence base;
- incorporate international and transnational perspectives into analyses and assignments.

These learning outcomes will be evidenced through assignments.

**WHAT TO EXPECT:** This course entails a rigorous and demanding reading load, from diverse sources. To succeed, you will need to read early and often, and take responsibility for what you do not understand by asking questions. This class requires a lot of discussion, in class and in small groups.

All accommodations will be honored. My aim is to create a discussion space where we can engage with each other in as meaningful a way as possible. This entails creating a learning space and community based on inclusion, dignity, respect, anti-racism, and freedom from discrimination.

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief. The course will cover different perspectives and viewpoints. Your analysis is your own and there is no expectation to endorse a particular position. All assignments will be graded on how arguments are built using existing evidence.

### ***Land acknowledgement***

I acknowledge that for thousands of years the area now comprising the state of Florida has been and continues to be home to many Native Nations. I further recognize that the main campus of the University of Florida is in the heartland territory of two historically-known Native societies –those of the Potano and of the Alachua Seminole. As a part of our current stewardship, I acknowledge my obligation to honor the ancestral, present, and future Native residents of Florida (originally crafted by UF Libraries).

### ***Course Pre-Requisites / Co-Requisites***

None

### **Materials and Supply Fees**

None

### **Required Textbooks**

None. All required reading will be available in Canvas

### **Course Schedule**

Reading assignments must be completed before coming to class. Please note that this schedule of readings is subject to minor modifications. All changes in the syllabus will be announced in class and posted via Canvas.

	<b>Topic</b>	<b>Reading</b>
Week 1 24 <sup>th</sup> August	What is violence against women?	Welcome and introduction to our learning space, including discussion of syllabus and course assignments.
Week 2 28 <sup>th</sup> August	Understanding violence against women	
Week 3 4 <sup>th</sup> September	The prevalence of violence against women globally	
Week 4 11 <sup>th</sup> September	Gender, patriarchy and power (1)	
Week 5 18 <sup>th</sup> September	Gender, patriarchy and power (2)	
Week 6 25 <sup>th</sup> September	Sexual violence <b>ONLINE QUIZ THIS WEEK</b>	
Week 7 2 <sup>nd</sup> October	Domestic/intimate partner violence	
Week 8 9 <sup>th</sup> October	Violence against women in the family <b>SUBMISSION OF REFLECTIVE BLOG</b>	
Week 9 16 <sup>th</sup> October	Sexual exploitation on a global scale	
Week 10 23 <sup>rd</sup> October	Impacts of violence against women	

Week 11 30 <sup>th</sup> October	Femicide  <b>READING REFLECTION DUE THIS WEEK.</b>
Week 12 6 <sup>th</sup> November	Perpetrators
Week 13 13 <sup>th</sup> November	Feminist activism  <b>SUBMISSION OF MEDIA REPORT</b>
Week 14 20 <sup>th</sup> November	Assignments discussion and Fall break
Week 15 27 <sup>th</sup> November	Prevention
Week 16 4 <sup>th</sup> December	Closing discussions  <b>SUBMISSION OF NARRATED POWERPOINT PRESENTATION</b>

### ***Classroom expectations***

Violence against women is surrounded by myths and stereotypes. Studying this topic can also be emotionally challenging. If you find the discussions difficult, please leave the room for as long as you need to and/or you can speak to me privately. There will be basic ground rules for class, as below.

1. **Never ask another student in the course if they are a victim-survivor** (While it is up to individual students as to whether they choose to discuss their own experiences in class, it is inappropriate for anyone to ask another person if they have been violated/abused in any way).
2. **Always maintain confidentiality** with respect to other students' experiences.

**Details of specialist support services are at the end of this syllabus. You might not need them, but you might know someone who does.**

### ***Attendance Policy, Class Expectations, and Make-Up Policy***

Attendance for this class is not mandatory, but please bear in mind how missing class will affect your ability to process the content and course materials. Catching up on notes is no substitute for being part of class discussions, and absence is likely to be reflected in quality of your assignments. *If you submit assignments late, you may not get full credit.*

If you miss class, before you come and talk to me, please make sure you have completed the readings for the class you missed and reviewed notes from a classmate. Make-up lectures will not be given during office hours but questions on readings, after you have reviewed the notes of a classmate and completed the readings on your own, are welcome and will enthusiastically be answered.

**Exam:** Make up exams will be offered for medical reasons and for participation in university athletic events only. Make up exams for these reasons will be offered during the instructor's office hours.

**International Scholars Program:** This course fulfils one of the curriculum requirements of the International Scholars Program. Learn more about how you can obtain a graduation medallion and digital badge with this distinction [here](#).

### **Assignment details**

There are five assignments for this course. Rubrics for relevant assignments are in Canvas.

#### **1. Quiz 1. WEEK 6 (7%)**

This quiz will be available in Canvas during week 6 and you will have 45 minutes to complete it when you have opened it. Questions will be based on course content from weeks 6, with reference to core concepts from earlier in the course. Please make sure you are up to date with reading and lecture content.

#### **2. Reflective learning blog 1 (33%)**

This document should be your account of what you have learned during the **2-7 weeks of class** (i.e., from when course readings and discussions begin). You should refer to the concepts, literature and data discussed, and the readings. There should be one entry that covers each week of teaching and the themes we covered. A good grade will require more than description; you should reflect analytically on how your thinking has (or has not) changed, what you were most challenged by, and if you have followed up with any additional reading. Three points are allocated for addressing the international and transnational dimensions of violence against women. There are no strict word limits, but you should aim for around 6 pages, double spaced. References to the readings are expected. **You are strongly encouraged to keep this blog weekly, so that you do not end up trying to reconstruct it retrospectively.**

#### **3. Reading reflection (5%)**

You will choose **ONE** of the readings from weeks marked with a \* **listed in Canvas** to write a 200-250 words reflection on its content. You should demonstrate that you have completed the reading and include what you gained from it and/or what you were most challenged by. You should focus on the argument in the reading and avoid framing this in terms of what you 'like' or 'dislike'. Instead, you should critically analyze the perspective and evidence presented in the reading.

#### **4. Analysis of a media report about violence against women (20%)**

How the media report violence against women has been subject to much scrutiny. Your task will be to analyze an article about VAW that will be provided in Canvas. In approximately 3-4 double spaced pages, discuss the article and highlight main themes. What discourses about VAW are evident in the article? How are victims and perpetrators represented? Who, if anyone, is consulted as an expert? References to literature and key concepts are expected. You should submit this in Canvas.

### 5. Narrated PowerPoint Presentation (30%)

This assignment will bring together the themes from the course. You should prepare a presentation in PowerPoint and use the recording function in PowerPoint to narrate an explanation for each slide, with a total time of 8 minutes. The slides should be a guide to what you say in the recording. The presentation can be on ONE of three topics: an overview of a form of violence against women; myths and stereotypes about violence against women; why a feminist analysis of violence against women is necessary. References to literature and key concepts are expected. The presentation file should be uploaded to Canvas by midnight Wednesday, week 16.

### Evaluation of Grades

Grading rubrics for relevant assignments will be in Canvas.

Assignment	Points	Percentage of Final Grade
Quiz 1	7	7%
Reflective learning blog	33	28%
Reading reflection	5	5%
Analysis of media article	25	20%
Narrated presentation	30	30%
TOTAL	100	100

### FINAL GRADE

At the end of the semester, final grades will be determined by the following formula:

94 and more points = A	80-83 points = B-	67-69 points = D+
90-93 points = A-	77-79 points = C+	64-66 points = D
87-89 points = B+	74-76 points = C	60-63 points = D-
84-86 points = B	70-73 points = C-	59 and fewer points = E

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### Consider adding a (second) major in Women's Studies!

Do you want to learn about issues of diversity, power, equity, and justice and gain the scholarly knowledge and skills to change the world? Adding the Women's Studies major can deepen your critical thinking, analysis, and skills in intersectional feminist approaches to studying and transforming gender, race, class, sexualities and other systems of power. The Women's Studies major shows graduate schools and employers that you bring advanced knowledge and skills about diversity and equity issues. The 30-credit Women's Studies major consists of four core courses and six electives. It's simple to combine with another major, and up to 15 credits can double count with another degree (English, Psychology, and Sociology in particular have many courses that can double count). It's also the perfect complement to pre-health studies. Contact undergraduate coordinator Dr. Alyssa Zucker (azucker@ufl.edu) to make an appointment to discuss adding the major. Or stop by her office hours.

## ***COURSE POLICIES***

### ***Recording of class lectures***

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Policy on Course Syllabi 3 UF, Academic Affairs, August 5th, 2021 Honor Code and Student Conduct Code.

### ***Students Requiring Accommodations***

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. This class supports the needs of different learners; it is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

### ***Title IX and Gender Equity***

Title IX is a federal law that requires officials with the authority to take action, to report violations of the gender equity policy. Officials with authority must report these violations to the Title IX Coordinator or their deputies. The obligation to report applies whenever an Official with Authority receives, in the course and scope of employment, information about the alleged misconduct and policy violation. The report must include all information known to the employee which would be relevant to an investigation or redress of the incident, including whether the alleged victim has expressed a desire for confidentiality. The Office for Accessibility and Gender Equity provides support to anyone affected by sexual or gender-based misconduct, harassment, or discrimination.

### ***Course Evaluation***

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at [gatorevals.aa.ufl.edu/students](http://gatorevals.aa.ufl.edu/students). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [gatorevals.aa.ufl.edu/public-results/](http://gatorevals.aa.ufl.edu/public-results/).

### ***University Honesty Policy***

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code ([sccr.dso.ufl.edu/process/student-conduct-code/](http://sccr.dso.ufl.edu/process/student-conduct-code/)) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

### ***Student Privacy***

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:

<https://registrar.ufl.edu/ferpa.html>.

## ***CAMPUS RESOURCES***

### ***Health and Wellness***

#### **U Matter, We Care:**

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

**UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

**GatorWell Health Promotion Services:** For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, <https://gatorwell.ufsa.ufl.edu/> or call 352-273-4450



**University Police Department** at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

*Specialist support*

**Office of Victim Services**

1515 Museum Road, (352) 392-5648 (Monday – Friday, 8:00 a.m. – 5:00 p.m.) (352) 392-1111 (after business hours and on weekends)

**Alachua County Victim Services & Rape Crisis Center** 352-264-6760 Monday-Friday, 8:30AM-5PM, some services available 24/7

**Peaceful Paths Domestic Abuse Network** 352-377-8255 (24 hour helpline)

*Academic Resources*

**E-learning technical support:** Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

**Career Connections Center:** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services. <https://career.ufl.edu/>

**Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources. <https://cms.uflib.ufl.edu/ask>

**Teaching Center:** Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>

**Writing Studio:** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>

**Student Complaints On-Campus:** [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)