

Violence Against Women

WST 3325 Section: 3325

Academic Term: Fall 2024



Instructor:

Dr Maddy Coy

Email: m.coy@ufl.edu

Office Hours: Wednesday 10am-1pm and by appointment.

Location: Ustler Hall (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). It approaches all forms of violence against women as a continuum, and challenges assumptions regarding violence against women with empirical evidence. The course adopts an intersectional approach to fully understand violence against women and explores the transnational dimensions of violence against women and local specificities. This includes how prevalence of violence against women varies and what intervention and prevention looks like in different contexts.

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.

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. This course is part of the International Scholars Program and assignments will include evaluation for ability to incorporate an international perspective. The course is also supported by the Center for European Studies.

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.

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.

| | <i>Topic</i> | <i>Reading</i> |
|-----------------------------------|---------------------------------|--|
| Week 1 22 nd August | What is violence against women? | Welcome and introduction to our learning space, including discussion of syllabus and course assignments. |

| | | |
|--------------------------------------|---|---|
| Week 2 27 th August | Understanding violence against women | Please complete <u>both</u> readings in Canvas by Tuesday. |
| Week 3 3 rd September | The prevalence of violence against women globally | Readings and materials in Canvas. |
| Week 4 10 th September | Gender, patriarchy and power (1) | Readings in Canvas. |
| Week 5 17 th September | Gender, patriarchy and power (2) | Readings in Canvas. ONLINE QUIZ THIS WEEK |
| Week 6 24 th September | Perpetrators | Reading in Canvas. DRAFT OF FIRST HALF OF REFLECTIVE BLOG <u>CAN</u> BE SUBMITTED THIS WEEK |
| Week 7 1 st October | Sexual violence | Readings in Canvas. |
| Week 8 8 th October | Domestic/intimate partner violence | Readings in Canvas. |
| Week 9 15 th October | Violence against women in the family | Readings in Canvas. FULL REFLECTIVE BLOG DUE THIS WEEK |
| Week 10 24 th October | Sexual exploitation on a global scale | Readings in Canvas. |
| Week 11 31 st October | Impacts of violence | Readings in Canvas. READING REFLECTION DUE THIS WEEK |
| Week 12 5 th November | Femicide | Readings in Canvas. |
| Week 13 12 th November | Feminist activism | Readings in Canvas. MEDIA ANALYSIS DUE THIS WEEK |

| | | |
|---|---------------------|---|
| Week 14 19 th November | Prevention | Readings in Canvas. |
| Week 15 27 th November | <i>Fall break</i> | |
| Week 16 3 rd December | Closing discussions | NARRATED POWERPOINT PRESENTATION DUE THIS WEEK |

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 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.

Assignment details

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

1. Quiz 1 (10%)

This quiz will be available for 24 hours in Canvas during week 5. You will have 30 minutes to complete it when you have opened it. Questions will be based on course content from weeks 2-5, with reference to core concepts from earlier in the course. Please make sure you are up to date with readings and lecture content.

2. Reflective learning blog 1 (35%)

This document should be your account of what you have learned during the **2-9 weeks of class** (i.e., from when course readings and discussions begin). There will be one entry that covers each week of teaching and the themes we covered: **a total of 8 entries**. You should refer to the concepts, literature and data discussed, and the readings. References to the readings are expected and a works cited page should be included. There are no strict word limits, but you should aim for around 1 double spaced page per week, with **a maximum of 10 pages, not including title and works cited pages**.

- Each weekly entry represents four points e.g., missing a week means missing four points.
- Three points are allocated across the whole blog for addressing the international and transnational dimensions of violence against women.

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. **You are strongly encouraged to keep this blog weekly, so that you do not end up trying to reconstruct it retrospectively.**

The full blog is due in week 9. You can submit a draft of the first half of the blog for feedback in week 6. I will return feedback during week 7, so you will have a chance to amend the first half based on my feedback. **Blogs that are submitted late (after week 10 of the course) will not receive full credit.**

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, and a works cited page, are expected.

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 around 8-10 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 | 10 | 10% |
| Reflective learning blog | 35 | 35% |
| Reading reflection | 5 | 5% |
| Analysis of media article | 20 | 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:

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

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

Adding the Women's Studies major or minor can deepen your critical thinking, analysis, and skills in understanding women, gender, race, class, and sexuality in society and culture. The Women's Studies major shows graduate schools and employers that you bring advanced knowledge and skills in these areas. You have the option to designate a **general concentration**, or concentrations in **a) health, b) international perspectives, c) race, and d) sexuality**. The Women's Studies major is simple to combine with another major, and up to 15 credits can double count with another degree (for example, African American Studies, English, Political Science, Psychology, and Sociology have many courses that can double count). It's also the perfect complement to pre health studies. To add Women's Studies as a second major apply [here](#) (if your first major is a B.A. in CLAS) or [here](#) (if your first major is a B.S. in CLAS or any degree in another college). To add a minor in Women's Studies or in Theories and Politics of Sexuality, apply online [here](#).

Contact undergraduate coordinator Dr. Joanna Neville (jneville@ufl.edu) to make an appointment to discuss adding the major or stop by her office hours.

COURSE POLICIES

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. **Please know that your instructor in this course is considered an Official with Authority who is required to report violations of the gender equity policy.**

In-class recording

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 guest 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 Honor Code and Student Conduct Code.

Procedure for conflict resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the Undergraduate Coordinator (Dr. Joanna Neville: jneville@ufl.edu). Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261).

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. 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/. Summaries of course evaluation results are available to students at 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/) 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 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

<https://police.ufl.edu/divisions/behavioral-services/office-of-victim-services/>. Located at 1515 Museum Road, (352) 392-5648 (Monday – Friday, 8:00 a.m. – 5:00 p.m.) (352) 392-1111 (24 hour support).

Alachua County Victim Services & Rape Crisis Center

<https://alachuacounty.us/Depts/CSS/VictimServices/pages/victimservices.aspx> and 352-264-6760 24 hour helpline

Peaceful Paths Domestic Violence Agency, <https://www.peacefulpaths.org/> and 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.

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: 1317 Turlington Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring. <https://umatter.ufl.edu/office/teaching-center/>

Writing Studio: Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>

Academic Complaints: Office of the Ombuds; [Visit the Complaint Portal webpage for more information.](#)

Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information.](#)