

## **Violence Against Women**

WST 3930 Section: 3VAW

**Class Periods:** M, W, F period 3

**Location:** CSE E121

**Academic Term:** Spring 2022

### ***Instructor:***

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### ***Teaching Assistant:***

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Office hours: TBC

### **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 and taboos about experiencing 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.

We will adopt an intersectional approach to understanding forms of violence against women and the contexts in which they occur. A key question will be how gender as a social hierarchy interacts with race, ethnicity, class, sexuality and citizenship status to shape victimization, perpetration and institutional responses.

Violence against women is now recognized as a global issue, and we will explore the transnational dimensions of such violence and human rights responses. This includes how prevalence of violence

varies by region and what intervention and prevention looks like in different contexts. While the course format means that some forms of violence are addressed separately, a core theme will be to make connections through Liz Kelly's (1988) concept of the 'continuum' of violence against women and bell hooks' (2000) concept of 'patriarchal violence'.

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 remotely. This entails creating a learning space and community based on inclusion, dignity, respect, anti-racism, and freedom from discrimination.

### *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. Readings are available in Course Reserves or via links in Canvas. Additional links will be included for online sources e.g., survivor stories, videos, podcasts and websites.

**NOTE:** To access Course Reserves (ARES) for further readings, you must use Mozilla Firefox.

### **Readings**

Anonymous (2020) 'I wonder who buys sex from the vulnerable women I try to help' *The Guardian* December 20<sup>th</sup>

Sohaila Abdulali (2018) 'Stealing Freedom, Stealing Joy' from *What We Talk About When We Talk about Rape*. New York: New Press p150-161 (in Course Reserves)

Taina Bien-Aimé (2017) Why We Must Oppose the Full Decriminalization of Prostitution *Dignity* 2(3) article 10

Jieru Chen, Mikel L. Walters, Leah K. Gilbert, and Nimesh Patel (2020) Sexual Violence, Stalking, and Intimate Partner Violence by Sexual Orientation, United States. *Psychology of Violence*, 10(1), 110–119

Michelle Chen (2018) 'Bodies Against Borders' in Roxane Gay (Ed.) *Not That Bad: Dispatches from Rape Culture*. New York: Harper Perennial p189-202

Kimberlé Williams Crenshaw (2006) Mapping the Margins: Intersectionality, Identity Politics and Violence Against Women of Color *Kvinder, Køn & Forskning* (2-3) p7-20

Critical Resistance and INCITE! Women of Color Against Violence (2001) ' *Statement on Gender Violence and the Prison-Industrial Complex* '

Myrna Dawson & Michelle Carrington (2020) Identifying femicide locally and globally: Understanding the utility and accessibility of sex/ gender-related motives and indicators *Current Sociology* p1-23

Sarah Deer (2015) Relocation Revisited: The Sex Trafficking of Native Women ch 5 ' *The Beginning and the End of Rape* ' Minneapolis: University of Minnesota Press p59-79

Feminism in India (2019) ' *#GBVinMedia toolkit* ' (online link)

Emma Fulu, Rachel Jewkes, Tim Roselli, T., & Claudia Garcia-Moreno (2013). Prevalence and factors associated with male perpetration of intimate partner violence: Findings from the UN Multi-Country Cross-sectional Study on Men and Violence in Asia and the Pacific. *Lancet Global Health*, 1, p.187-207

Gender-Based Violence Prevention Network Uganda (2018) *Building Connection, Movement, Activism, for ending Violence against Women*

Aisha K. Gill & Avtah Brah (2014) Interrogating cultural narratives about 'honour' - based violence *European Journal of Women's Studies* 21(1) 72–86

bell hooks (2000) 'Ending Violence' in *Feminism is for Everybody: A Passionate Politics*. Boston: South End Press p61-66 (in Course Reserves)

Holly Johnson, Natalia Ollus and Sammi Nevala (2008) 'The Prevalence and Severity of Violence Against Women' ch 3 in *Violence Against Women: An International Perspective* New York: Springer p33-65

The Institute for Women's Policy Research (2020) *The Status of Black Women in the United States*. Ch 6 'Violence and Safety' p.119-127

Liz Kelly (1987) The Continuum of Sexual Violence. In Hanmer, J. & Maynard, M. (Eds) *Women, Violence and Social Control* London: Macmillan p46-60

Catharine MacKinnon (2006) 'Human Rights and Global Violence Against Women' ch 2 in ' *Are Women Human?* ' Belknap Press p28-33

Peace A. Medie (2020) Violence Against Women and Law Enforcement in Africa Part 1.1. in *Global Norms and Local Action: the Campaigns to End Violence against Women in Africa* Oxford: OU Press p17-40

Kammila Naidoo (2018) *Sexual Violence and "Corrective Rape" in South Africa*. Global Dialogue, March 22<sup>nd</sup>

Pascha Bueno-Hansen (2010) Feminicidio: Making the most of an 'empowered term'. In: Fregoso, RL, Bejarano, C (eds) *Terrorizing Women: Femicide in the Americas*. Durham, NC: Duke University Press, pp. 290–311

Anita Raj (2010) When the mother is a child: the impact of child marriage on the health and human rights of girls *Arch Dis Child* 95(11) 931-5

The Regional Pacific Women's Network Against Violence Against Women and UN Women (2020) *The Warwick Principles: Best Practices for Engaging Men and Boys in Preventing Violence Against Women and Girls in the Pacific*

Maryum Saifee (2020) FGM's #MeToo Moment *Ms. Magazine* February 4<sup>th</sup>

Evan Stark (2013) Coercive Control in Nancy Lombard and Lesley McMillan (eds.) *Violence Against Women* London: Jessica Kingsley Publishers p17-33

Renate van der Zee (2018) 'It put an end to my childhood': the hidden scandal of US child marriage' *The Guardian* February 6<sup>th</sup>

UN Women (2021) *Measuring the shadow pandemic: Violence against women during COVID-19*

UN Women (2010). *Consequences and Costs*. Virtual Knowledge Centre to End Violence Against Women and Girls

Mary W. (2019) We have to stop blaming 'backward' culture for FGM and child marriage *Open Democracy*, 6<sup>th</sup> February 2019

S. Laurel Weldon & Mala Htun (2013) S. Laurel Weldon & Mala Htun (2013) Feminist mobilisation and progressive policy change: why governments take action to combat violence against women *Gender & Development* 21:2, 231-247

Zero Tolerance (2019) 'Media Guidelines on Violence Against Women' (online link)

	<b>Topic</b>
Week 1 5 <sup>th</sup> January	What is violence against women?
Week 2 10 <sup>th</sup> January	Understanding violence against women
Week 3 17 <sup>th</sup> January	The prevalence of violence against women globally
Week 4 24 <sup>th</sup> January	Gender, patriarchy and power (1)
Week 5 31 <sup>st</sup> January	Gender, patriarchy and power (2)
Week 6 7 <sup>th</sup> February	Domestic/intimate partner violence

Week 7 14 <sup>th</sup> February	Sexual violence
Week 8 21 <sup>st</sup> February	Violence against women in the family
Week 9 28 <sup>th</sup> February	Sexual exploitation on a global scale
Week 10 7 <sup>th</sup> March	<b>SPRING BREAK</b>
Week 11 14 <sup>th</sup> March	Impacts
Week 12 21 <sup>st</sup> March	Femicide
Week 13 28 <sup>th</sup> March	Perpetrators
Week 14 4 <sup>th</sup> April	Feminist activism
Week 15 11 <sup>th</sup> April	Prevention
Week 16 18 <sup>th</sup> April	Closing discussions

### ***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).
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. No other exceptions will be considered.

**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. If you submit assignments late, you may not get full credit.

#### **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. MONDAY, week 8 (33%)**

This document should be your account of what you have learned during the first **SIX** weeks of class. 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. FRIDAY, WEEK 12 (5%)**

You will choose **ONE** of the readings from weeks marked with a \* for weeks 9, 10 or 12 and 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, WEEK 14 (25%)**

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. TO BE SUBMITTED VIA CANVAS, WEEK 16 (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.

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

### **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. Manoucheka Celeste ([celeste@ufl.edu](mailto:celeste@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. **Please know that your instructor and TA in this course are considered Officials with Authority who are required to report violations of the gender equity policy.**

### ***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.bluer.com/ufl/](http://ufl.bluer.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.](#)