

Violence Against Women

WST 3930 Section: 03CD

Class Periods: M, W, F period 6

Location: LIT 0121

Academic Term: Spring 2019

Instructor:

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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 grown 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 more is known about violence against women, some myths and controversies are disrupted, while others take their place and 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 social structures of gender interact with race/ethnicity, class and sexuality 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, violence in conflict, 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.

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 globalised;
- myths and stereotypes about victims and perpetrators, including how these are perpetuated in the media;
- theoretical frameworks for understanding violence against women, and how these accommodate transnational perspectives;
- impacts of violence and abuse, and specialist support for victim-survivors.

The class will be interactive, and reading will be required. You will be particularly encouraged to contribute your views on how violence against women is represented in everyday popular culture. If you do not keep with reading, you will be at a disadvantage on the assignments.

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 position violence against women in social structures, with reference to gender, race, class and sexuality;
- 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.

These course objectives will be evidenced through assignments.

Course Pre-Requisites / Co-Requisites

None

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

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. Several documentaries will be shown, and you will be given viewing/discussion guidelines.

Materials and Supply Fees

None

Required Textbooks

Holly Johnson, Natalia Ollus and Sammi Nevala (2008) *Violence Against Women: An International Perspective* New York: Springer (available as an e-book in the university library catalog) e-ISBN: 978-0-387-73204-6 **(NO NEED TO BUY THIS BOOK)**

Liz Kelly (1988) *Surviving Sexual Violence* Cambridge: Polity Press

All other required reading will be available in Canvas

Recommended Materials (all available in the library)

Violence Against Women journal, available through the university library
Journal of Gender-Based Violence

Recommended websites

<https://vawnet.org/>

<https://www.rainn.org/>

<https://www.nsvrc.org>

<http://www.unwomen.org/en/what-we-do/ending-violence-against-women>

<http://evaw.unwomen.org/en>

www.endviolenceagainstwomen.org.uk

<http://gnws.org/en/>

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.

	Topic	Reading
Week 1 7 th January	What is Violence Against Women? Definitions and Understandings	M: None. Welcome and Introduction session W: Discussion of syllabus and course assignments F: Catharine MacKinnon 'Human Rights and Global Violence Against Women' ch 2 in ' <i>Are Women Human?</i> ' (2006) (in Course Reserves)
Week 2 14 th January	Extent of VAW	M: bell hooks 'Ending Violence' in <i>Feminism is for Everybody: A Passionate Politics</i> (2000) (link in Canvas) W: 'Violence Against Women Worldwide' ch 1 in <i>Violence Against Women: An International Perspective</i> (2008)

		F: 'The Prevalence and Severity of Violence Against Women' ch 3 in <i>Violence Against Women: An International Perspective</i> (2008)
Week 3 21 st January	Conceptual perspectives	M: NO CLASS (HOLIDAY) W & F: Liz Kelly 'It's everywhere': sexual violence as a continuum (2) ch 5 in <i>Surviving Sexual Violence</i> (1988)
Week 4 28 th January	Domestic/intimate partner violence CLASS QUIZ ONLINE THIS WEEK	M: The <i>Power and Control Wheel</i> and <i>Equality Wheel</i> (PDFs in Canvas) W: Evan Stark (2013) Coercive Control in Nancy Lombard and Lesley McMillan (eds.) <i>Violence Against Women</i> London: Jessica Kingsley Publishers (in Course Reserves) F: 'Disclosing Violence to Police and Other Supports' ch 6 in <i>'Violence Against Women: An International Perspective'</i> (2008)
Week 5 4 th February	Sexual violence	M: Liz Kelly 'I'm not sure what to call it but'... defining sexual violence ch 6 in <i>Surviving Sexual Violence</i> (1988) W: NONE. Class viewing of <i>'I'd just like to be free'</i> by Imkaan/End Violence Against Women and group discussion on sexual harassment F: Miriam Zoila Perez 'When Sexual Autonomy isn't Enough: Sexual Violence Against Women in the United States' in Jaclyn Friedman and Jessica Valenti (eds.) <i>Yes Means Yes: Visions of Female Power & A World Without Rape</i> (in Course Reserves)
Week 6 11 th February	Violence against women in the family	M: Child sexual abuse: reading TBC W: Aisha Gill (2012) <i>'Honour'-based violence runs deep and wide</i> The Guardian February 1 st 2012 (link in Canvas) F: Anika Rahman and Nahid Toubia (2000) Background and History. In <i>Female genital mutilation: a guide to laws and policies worldwide</i> (in Course Reserves)
Week 7 18 th February	Sexual exploitation on a global scale	M: Monica O'Connor (2019) The valorization of individual choice and agency in women's entry into prostitution in <i>The Sex Economy</i> (in Canvas)

	SUBMISSION OF REFLECTIVE BLOG (MONDAY)	<p>W: Introduction: Prostitution Survivors Speak Out in Caroline Norma and Melinda Tankard Reist (eds) <i>Prostitution Narratives: Stories of Survival in the Sex Trade</i> PLUS <u>one</u> of two links in Canvas</p> <p>F: Raquel Rosario Sanchez (2015) Sex tourism is sexualized imperialism <i>Feminist Current</i> November 25th, 2015 (link in Canvas)</p>
Week 8 25 th February	Violence against women and human rights	<p>M: Trafficking (TBC)</p> <p>W: Sanam Naraghi Anderlini (2017) UN Peacekeepers' Sexual Assault Problem: How to End It Once and for All <i>Foreign Affairs</i> (9 June 2017) (link in Canvas)</p> <p>F: Alice Edwards 'Violence Against Women under International Law: Progress to Date' pages 7-12 <i>Violence Against Women under International Human Rights Law</i> (2011) (in Course Reserves)</p>
Week 9 4 th March	SPRING BREAK	
Week 10 11 th March	Femicide	<p>M: Karen Ingala Smith 'Counting Dead Women' (link to blog in Canvas)</p> <p>W: Mabel Encinas (2016) <i>Femicide in Mexico and Guatemala</i> Open Democracy (link in Canvas)</p> <p>F: IN CLASS EXAM</p>
Week 11 18 th March	Impacts of violence against women	<p>M: 'The Impact and Consequences of Violence for Women' ch 4 in '<i>Violence Against Women: An International Perspectives</i>' (2008)</p> <p>W: Bryant-Davis, T., Chung, H. & Tillman, S. (2009) From the Margins to the Center: Ethnic Minority Women and the Mental Health Effects of Sexual Assault <i>Trauma, Violence & Abuse</i> 10(4): 333-357 (in Course Reserves)</p> <p>F: GUEST SPEAKER</p>
Week 12 25 th March	VAW and emergency contexts	<p>M: Dara Kay Cohen, Amelia Hoover Green, and Elisabeth Jean Wood (2013) <i>Wartime Sexual Violence: Misconceptions, Implications, and Ways Forward</i> (PDF in Canvas)</p>

	SUBMISSION OF THIRD ASSIGNMENT: ANALYSIS OF A MEDIA REPORT ON VAW (media report will be provided in Canvas)	<p>W: Kay Standing, Sara Parker & Sapana Bista (2016) Grassroots responses to violence against women and girls in post-earthquake Nepal: lessons from the field <i>Gender & Development</i> 24:2 187-204 (in Canvas)</p> <p>F: GUEST SPEAKER</p>
Week 13 1 st April	Perpetrators	<p>M: Diana Scully and Joseph Marolla “Riding the Bull at Gilley’s”: Convicted Rapists Describe the Rewards of Rape (1985) Ch 20 in R.K. Bergen, J.L. Edleson, Renzetti, C (eds) <i>Violence Against Women: Classic Papers</i> (2005) (in Course Reserves)</p> <p>W: Domestic violence perpetrators: reading TBC</p> <p>F: Claire Renzetti (1992) Towards a Better Understanding of Lesbian Battering in <i>Violent Betrayal: Partner Abuse in Lesbian Relationships</i> (in Course Reserves)</p>
Week 14 8 th April	VAW and the media	<p>M: Zero Tolerance 'Handle with Care: A guide to responsible media reporting of violence against women' (link in Canvas)</p> <p>W: Social media: reading TBC</p> <p>F: DISCUSSION ON PRESENTATION ASSIGNMENT</p>
Week 15 15 th April	Preventing VAW	<p>M: Engaging men: reading TBC</p> <p>W: NONE. Class viewing of presentation by Marai Larasi, Imkaan/End Violence Against Women</p> <p>F: GUEST SPEAKER</p>
Week 16 22 nd April	<p>Feminist activism</p> <p>Assessment due – narrated PowerPoint presentation (Monday)</p>	<p>M: <i>Building Connection, Movement, Activism, for ending Violence against Women</i> Gender-Based Violence Prevention Network (Uganda) in Canvas</p> <p>W: Closing discussion</p> <p>SUBMISSION OF NARRATED POWERPOINT PRESENTATION</p>

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 speak to and/or your instructor 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.

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

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.

I expect students to participate in class discussions and pay attention. Although no "points" are assigned as part of your grade, let's say, for example, your final grade is 89.5 (B+). If your class participation has been productive, your grade would be "bumped up" to an A-. If you have not participated in class, your grade would remain at a B+. I will look for "quality" not "quantity." In other words, your grade will not be favorably influenced by talking just to talk. I expect you to make intelligent and insightful comments in relation to the texts we will study. In addition, inattention in class, such as checking social media, and checking your phone/internet for unrelated activities also will be noted and will discourage your instructor from "bumping up" your grade.

Assignment details

There are five assignments for this course.

1. Quiz. WEEK 4 (10%)

This quiz be available in Canvas and you will have 45 minutes to complete it when you have opened it. Questions will be based on core concepts from weeks 1-4. Please make sure you are up to date with reading and lecture content.

2. Reflective learning blog 1. MONDAY, week 7 (25%)

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. There are no strict word limits, but you should aim for around 4-6 pages, double spaced. References to academic literature are expected. You are strongly encouraged to keep this blog weekly, so that you do not end up trying to reconstruct it retrospectively.

3. In class exam. FRIDAY, WEEK 10 (20%)

You will choose two of five questions on course content to answer in this exam, which will take place during class in Week 10. Questions will cover core concepts and research data from the class reading, so please ensure that you are familiar with both to give yourself the widest possible options.

4. Analysis of a media report about violence against women. FRIDAY, WEEK 12 (15%)

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 2 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? You should submit this in Canvas, Friday of week 12.

5. Narrated PowerPoint Presentation TO BE SUBMITTED VIA CANVAS, by 11.59 PM ON MONDAY, 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 8-10 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	25	25%
Class exam	20	20%
Analysis of media article	15	15%

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 Spring 2019 office hours, Tuesdays 10:30-12:30 in Ustler 204.

UF COURSE POLICIES

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://www.dso.ufl.edu/drc>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to me when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu/evals>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/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 (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-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 or TAs in this class.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

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: <http://registrar.ufl.edu/catalogo910/policies/regulationferpa.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.

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

Specialist support

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

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)

Report Rape Gainesville (information and support even if you do not want to make a report)
<http://www.reportrapegainesville.org/>

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.
<https://www.crc.ufl.edu/>.

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

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

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
<https://writing.ufl.edu/writing-studio/>.

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>.