

Violence Against Women

WST 3930 Section: 3VAW, 3VW9

Class Periods: M, W, F period 5

Location: MAEB 0211 (3VAW) and online (3VW9)

Academic Term: Spring 2021

Instructor:

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Teaching Assistant:

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Office hours: Wednesday 12.40-1.40pm

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 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 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 and class
- 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.

HyFlex teaching statement

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Land acknowledgement

I want to acknowledge that this class is meeting on traditional indigenous land and waters of the Timucuan, Seminole and Miccosukee Tribes of Florida. I pay my respects to the traditional owners of this land and waters and their Elders in the past, present and future.

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> |
|-------------------------------------|--|
| Week 1 11 th January | What is violence against women? |
| Week 2 18 th January | Understanding violence against women |
| Week 3 25 th January | Gender, patriarchy and power |
| Week 4 1 st February | Domestic/intimate partner violence |
| Week 5 8 th February | Sexual violence |
| Week 6 15 th February | Violence against women in the family ONLINE QUIZ THIS WEEK |
| Week 7 22 nd February | Sexual exploitation on a global scale |
| Week 8 1 st March | Recap week SUBMISSION OF REFLECTIVE BLOG |
| Week 9 8 th March | Femicide |
| Week 10 15 th March | Impacts of violence against women ONLINE QUIZ THIS WEEK |
| Week 11 22 nd March | Perpetrators |
| Week 12 29 th March | Feminist activism SUBMISSION OF ANALYSIS OF A MEDIA REPORT ON VAW |
| Week 13 5 th April | VAW and the media |
| Week 14 12 th April | Preventing VAW |
| Week 15 19 th April | Closing discussions SUBMISSION OF NARRATED POWERPOINT PRESENTATION |

Readings

Below is a list of texts that we will read in the course. Details of reading for each class will be posted in Canvas. Additional readings will be confirmed during the course. We may find new, exciting papers during the semester and decide to read these in addition to or instead of the texts below.

All readings will be in Course Reserves or accessed through links in Canvas.

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

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

Taina Bien-Aimé (2017) Why We Must Oppose the Full Decriminalization of Prostitution *Dignity: A Journal on Sexual Exploitation and Violence*: 2 (3), Article 10.

Taina Bien-Aimé (2017) From "Sex Work" Advocate to Survivor Leader: A Journey Embraced (interview with Mickey Meji) *Huffington Post*

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

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

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*

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

Mabel Encinas (2016) Femicide in Mexico and Guatemala *Open Democracy* December 4th

Fulu, E., Jewkes, R., Roselli, T., & Garcia-Moreno, C. (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, pp.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

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

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

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

National Intimate Partner and Sexual Violence Survey (NISVS): 2010 Findings on Victimization by Sexual Orientation

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.

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

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

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

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

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

Zero Tolerance (2019) 'Media Guidelines on Violence Against Women'. Edinburgh: Zero Tolerance

Talks and websites (links will be in Canvas)

Elizabeth Acevedo's Ted Talk 'I use my poetry to confront violence against women'

Equality Now Stories by Survivors

Marai Larasi (2015) *Prevention and Ending Cultures of Violence* (talk at SCOWAW, link in Canvas)

'Myths and Responses' and 'What is Sexual Harassment' on harassmap.org

The *Power and Control Wheel* and *Equality Wheel* (PDFs in Canvas)

World Without Exploitation Survivor Stories

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.

If you submit assignments late, you may not get full credit. 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 fulfills 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. Full details are in the syllabus in Canvas. We will also discuss the assignments during class time. Grading rubrics, where applicable, will be in Canvas.

1. **Quiz 1. Week 6 (7%)**
2. **Reflective learning blog 1. MONDAY, Week 8 (33%)**

3. *Quiz 2. WEEK 10 (5%)*
4. *Analysis of a media report about violence against women. Week 12 (25%)*
5. *Narrated PowerPoint Presentation. To be submitted via canvas, Week 16 (30%)*

Evaluation of Grades

| Assignment | Points | Percentage of Final Grade |
|---------------------------|--------|---------------------------|
| Quiz 1 | 7 | 7% |
| Reflective learning blog | 33 | 33% |
| Quiz 2 | 5 | 5% |
| Analysis of media article | 25 | 25% |
| 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

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 both your instructor and TA in this course are considered Officials with Authority who are required to report violations of the gender equity policy.**

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.

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.bluer.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.

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

Specialist support

For specialist support in the aftermath of sexual assault, the Office of Victim Services on campus offer confidential, free support 24 hours a day, 7 days a week.

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, 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>.