

**VIOLENCE AGAINST WOMEN
CRIM 370 (SOC 370 and GNDR 449)
Fall 2009**

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COURSE DESCRIPTION:

Through a barrage of events such as the murder of spouses by members of the United States Armed Forces at Fort Bragg, the O.J. Simpson trial, and various wars around the world, violence against women continues to be in the forefront of the public's attention. These instances of violence reported in the national media are often viewed as unique to particular women or situations. Statistics indicate, however, that rape and other forms of violence are common in the lives of women. Although women (and men) are taught to fear strangers, it is evident that whether the violence commonly experienced by women is moderate or extreme, it tends to be perpetrated by those who are known to them.

This course will provide an overview of violence directed toward women. Crimes such as domestic violence/battering, stalking, rape, homicide, sexual assault, and sexual harassment will be analyzed within a broader social context. Special attention will be given to how these crimes affect women and men, and how societal institutions (e.g., the criminal justice system, the health care system, employers, and social service providers) may better address the needs of victims and offenders. The course will be based on information gathered through current research, guest lectures, and scholarly and media resources.

REQUIRED READING:

Barnett, O., & LaViolette, A. (2000). *It could happen to anyone: Why battered women stay.* (2nd Ed.), Thousand Oaks, CA: Sage Publications. ISBN: 0761-91995-3

Hodgson, J.F., & Kelley, D. S. (Eds.). (2004). *Sexual violence: Policies, practices, and challenges in the United States and Canada.* Monsey, NY: Criminal Justice Press. ISBN: 9-781881-798545

Schwartz, M., & DeKeseredy, W. (1997). *Sexual assault on the college campus: The role of male peer support.* Thousand Oaks, CA: Sage Publications. ISBN: 0-8039-7027-7

United States Equal Employment Opportunity Commission [online: <http://www.eeoc.gov/>].
Read: Discrimination by Type- Sexual Harassment
http://www.eeoc.gov/types/sexual_harrassment.html. From the bottom of this page go to: Charge Statistics: Sexual Harassment and Examine: Sexual Harassment Charges EEOC & FEPAs Combined: FY 1997 – FY 2006.

Additional readings may be assigned as determined by the instructor.

GRADING:

Grades are based on a 600-point system. Your grade in the class will be based on four written assignments, a research paper and presentation, and attendance/participation.

*****The instructor may give pop quizzes at any time and the syllabus is subject to change.**

Grading Breakdown

4 written assignments (100 points each)	400
Research Paper and Presentation	150
Class Participation/Attendance*	<u>50</u>
Total Points Possible	600

*Non-preparation or non-participation will be considered non-attendance for grading purposes.

Grading Scale:

A = 550-600	B+ = 530-539	C+ = 470-479	D+ =410-419
A- = 540-549	B = 490-529	C = 430-469	D =370-409
	B- = 480-489	C- = 420-429	F =369 or below

- **Written assignments** must be typewritten, double-spaced, use Times New Roman font, have one-inch margins and use APA format. You will be graded on your ability to relate the weekly assignment to class readings and lectures and to provide some thoughtful insight into your work. The assignment must be turned in on time and be free of typographical errors in order to receive full credit. Late assignments will be accepted with an automatic 50% point deduction.
- For your **Research Paper and Presentation**, you are to research scholarly journal articles or books related to gender and/or violence toward women (**NOT a Google or Wikipedia search**). Your review should be 8-10 pages in length, double-spaced, with one-inch margins using APA format. You should evaluate the content of your selected readings using the knowledge you have acquired from class. You are to use (and cite) a minimum of 10 different sources as research for your paper. Your *reference* (works cited) page should be formatted according to APA style. The accompanying oral presentation should be 8-10 minutes in length. You are to submit your selected topic in writing to me for approval by **November 6th**.

CODE OF CONDUCT:

1. All students must wait two days after receiving an assignment to discuss their grade.
2. Treat others as you would want to be treated. No demeaning and disruptive comments.
3. Cheating and plagiarism will absolutely NOT be tolerated. Anyone caught cheating or plagiarizing will receive an automatic zero.

4. Class discussions are welcome but talking while your classmates or I am talking is NOT all right.
5. You are expected to participate in classroom discussions and conduct yourself in a professional manner. Private discussions with other students, passing notes, reading newspapers, disruptive eating, sleeping, and persistently arriving late or leaving early constitute inappropriate classroom behavior. If you demonstrate such behavior you will be verbally warned in class to cease. If you persist in disruptive or distracting behavior, formal action will be taken.
6. Expectations for student assignments are stated in this course syllabus and are not negotiable. Students who decline to fulfill these expectations should select another course.
7. Absolutely no phones or personal laptops allowed in class.

ACADEMIC DISHONESTY:

Academic dishonesty is strictly prohibited. “Academic dishonesty includes cheating, falsification, fabrication, multiple submission, plagiarism, complicity, or misconduct in research.” Cheating robs honest students and disrespects the entire academic process. Do not cheat! Plagiarism is knowingly representing the work of another as one’s own, without proper acknowledgement of the source. The only exceptions to the requirement that sources be acknowledged occur when the information, ideas, etc., are common knowledge. Plagiarism includes, but is not limited to, submitting as one’s own work the work of a ‘ghost writer’ or work obtained from a commercial writing service; quoting directly or paraphrasing closely from a source without giving proper credit; using figures, graphs, charts, or other such material without identifying the sources. Examples of plagiarism also include failure to appropriately use quotation marks or footnotes.

STUDENTS WITH DISABILITIES: I am committed to providing assistance to help you be successful in this course. Reasonable accommodations are available for students with a documented disability. Please notify me during the first week of class of any accommodations needed for this course. Once you provide written documentation, I will work with you and the staff of Disability Support Services to provide reasonable accommodations.

COUNSELING SERVICES:

The issues discussed in this class may give rise to personal discomfort or distress. Please let me know if you have any concerns. The University provides confidential, no cost counseling services to students. You can call the campus counseling center **464-1867** to schedule an appointment.

COURSE OUTLINE

Introduction

- August 31** - Review of syllabus and professor's expectations
- Introduction: Overview of violence toward women

Exploring Gender

- September 2** - Social Construction of Gender
- Privilege and Discrimination: Work, Home, and Play
- September 4** - Feminist Theory and Its Relationship to Violence Toward Women

Domestic Abuse

- September 7** - **LABOR DAY – NO CLASS**
- September 9** - **Connecting Theory to Life Assignment Due**
- September 11** - Cycle of Violence and the Pattern of Abuse – **Barnett/LaViolette pp. vii-14**
- September 14** - Weaving the Fabric of Abuse – **Barnett/LaViolette pp. 15-38**
- September 16** - Institutional Barriers – **Barnett/LaViolette pp. 39-64**
- September 18** - “Broken Vows” video
- September 21** - Victimization and Fear – **Barnett/LaViolette pp. 65-116**
- September 23** - Impact of Victimization & Stress – **Barnett/LaViolette pp. 117-138**
- September 25** - Impacting Policy – **Barnett/LaViolette pp. 139-167**
- September 28** - Healthcare Response to IPV and Impacting Policy
Domestic Violence and Pregnancy: Guidelines for Screening and Referral
(On Reserve in Library)

Homicide – Special Topic

- September 30** - Intimate Partner Homicide
- Battered Woman Syndrome
- October 2** - Gendered Serial Killers

Stalking – Special Topic

- October 5** - Stalking Discussion

**Drug
Addicted
Mothers-
Special Topic**

- October 7** - Pregnant and Parenting Drug-Dependent Women:
- How it happens
 - The political response
 - The criminal justice response
 - The health care provider response

- October 9** - “Women of Substance” video
- **Special Topic Papers Due**

Rape& Sexual Assault

- October 12** - Social, Legal and Political Context - **Hodgson/Kelley pp. 1-34**
- The Measurement of Rape
- October 14** - History and Contemporary Definitions of Rape - **Hodgson/Kelley pp. 85-118**
- Rape Law Reform
- October 16** - Rape on Campus – **Schwartz/DeKeseredy pp. vii-29**
- October 19** - Male Peer Support Theories of Sexual Assault- **Schwartz/DeKeseredy pp. 31-57**
- October 21** - Growing Up in a Rape Supportive Culture - **Schwartz/DeKeseredy pp. 59-95**
- October 23** - Factors Associated with Male Peer Support for Sexual Assault
Schwartz/DeKeseredy pp. 97-136
- October 26** - Prevention and Policy Implication on College Campuses, etc.
Schwartz/DeKeseredy pp. 137-173
- October 28** - Physical and Psychological Aftermath - **Schwartz/DeKeseredy pp. 175-199**
- October 30** - Social Problem to Social Change - **Hodgson/Kelley pp. 135-172**
- November 2** - Sexual Assault Programs and Sex Offender Registration
Hodgson/Kelley pp. 191-204 & 223-238
- November 4** - “The Accused” DVD – **Local Resources Paper Due**
- November 6** - “The Accused” DVD - **Topics for Final Paper and Presentation Due**
- November 9** - Discuss Final Paper, Presentation, and Interview Expectations

**Human
Trafficking**

- November 11** - Presentation on Human Trafficking
- November 13** - Voices of Human Trafficking
- November 16** - Discussion on Human Trafficking

Pornography

- November 18** - Pornography and Violence against Women
- November 20** - “American Porn”
- November 23** Class Updates on Research and Interview Paper
- November 25** **THANKSGIVING BREAK**
- November 27** **THANKSGIVING BREAK**

**Sexual
Harassment**

- November 30** - Defining Sexual Harassment
- Responses to Sexual Harassment

Read: Discrimination by Type: Sexual Harassment
http://www.eeoc.gov/types/sexual_harrassment.html. From the bottom of this page go to: **Charge Statistics: Sexual Harassment and Examine: Sexual Harassment Charges EEOC & FEPAs Combined: FY 1997 – FY 2006.**

- December 2** - Sexual Harassment Continued
- December 4** **CLASS PRESENTATIONS – Research Papers Due**
- December 7** **CLASS PRESENTATIONS**
- December 9** **CLASS PRESENTATIONS**
- December 11** - Class Reports on Interviews
- December 18** **Final Interview Papers Due in class between 10 AM and 12 PM**