

Violence Against Women & Girls

Spring Semester 2015
SOCY & WGST 3314-001
Humn 135
9:30-10:45

Instructor: Stephanie Bonnes
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Office Hours: Tues/Thurs 11:00-1:00 and by appointment

REQUIRED READINGS

Required Book:

Potter, Hillary. 2008. *Battle Cries: Black Women and Intimate Partner Abuse*. New York University Press. ISBN-978-0-8147-6730-6

Required Articles: There are required readings on the Desire2Learn website for the class. The readings for each week will be announced in class and posted on D2L. You are expected to have completed the readings by the **Tuesday** of each week that the readings are due (with the exception of the first week of the semester). *Students are responsible for ensuring they can download the readings with sufficient time and for reading the correct readings for a given week.*

COURSE PERSPECTIVE

This course focuses on violence against women and girls, but contextualizes this material by comparing with violence against men and boys. The approach in the course is feminist. That is, the course lectures and reading materials will attempt to address the issue of violence against women and girls in terms of how gender inequality is related to the violence against them. The feminist approach I take is to incorporate the intersection of sexism with other forms of oppression, such as racism, classism, and heterosexism. The topics covered will focus on sexual abuse (physical and non-physical) and intimate partner abuse, sexual harassment and stalking. The course focus will be on the U.S. although I do make efforts to expand your knowledge base to embrace the world's research, not just this country's.

TEACHING PERSPECTIVE

My goal is to produce an environment where we can learn the most, question assumptions, and respectfully discuss ideas and strategies. Most people are uncomfortable discussing sexual assault and intimate partner violence. I want the classroom to be an environment where dialogue can take place in an open and respectful manner. If you have something to ask or add, please do so in a manner for the whole class to hear.

COURSE GROUND RULES

1. *Never ask another student in the course if s/he has been a victim or is a survivor.* (While it is up to individual students as to whether they choose to discuss their own victimization/survival experiences in class, it is inappropriate for anyone to ask another person if she or he has been raped, sexually exploited, battered, stalked, or violated/abused in any other manner.)
2. *Never request that another student in the class speak on behalf of a group* (e.g., African Americans, Jewish People, Latino/as, Asian Americans, men, women, the LGBTQ community, rape survivors, etc.)

3. ***Do not use your phones, iPods or other electronic gadgets during class (including for text messaging or checking the web for something). If I have to ask you to stop texting more than once, please leave the room when asked. Period. DON'T TEXT.***
4. *Do not use your laptops during class. If a student has a reason that s/he believes s/he must use a laptop during class, please talk to me privately about this.* To use a laptop, I must receive a letter from campus letting me know that you need to use a laptop every day. However, if such a letter is provided and I approve it, using your laptop for anything other than taking notes may result in you not being able to use a laptop anymore, and it will damage your class attendance.
5. *Kindly refrain from becoming involved in separate conversations or making comments under your breath during lecture and class discussions.*
6. Students are responsible for regularly checking their e-mails from me and Desire2Learn announcements, new PowerPoint slides, what to do about snow days, and so on. Do NOT “blow off” checking D2L and then come to me at the end of the semester to complain about a quiz or paper score.
7. In all emails to me, make sure that 3314 is in the subject line

UNIVERSITY POLICIES

Disability Accommodations: If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in the first two weeks so that your needs be addressed. If you need any special accommodations for exams you must let me know by the third week of class! Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and <http://www.Colorado.EDU/disabilityservices>. If you have a temporary medical condition or injury, see guidelines at <http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html>

Religious Observances: Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. *In this class, it is important that if the date of a paper due date is during a religious holiday you observe that you let me know immediately at the beginning of the semester so that we can decide what to do. In fact, it is helpful if you let me know in writing, by email, at the beginning of the semester any days you will miss due to religious observances. Also, at the end of the semester I will drop three of the in-class/homework assignments. Remember that if you need to miss an in-class assignment/quiz for religious holidays that those “count” as a lowest grade to be dropped, just like ones missed due to a flat tire, an illness, and so on will also “count.” More specifically, you don’t get 3 missed and then additional drops for religious observance. See full details at http://www.colorado.edu/policies/fac_relig.html*

Learning Environment and Salutations: Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

Academic Integrity: All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of

academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

Student-Athletes: It is the student's responsibility to notify each instructor—in the first week of the semester and in writing--about any known conflicts between academic requirements and intercollegiate varsity athletic events. For conflicts that arise during the regular term, instructors have full authority to decide whether and/or how to accommodate those conflicts. While an instructor has the right to refuse to allow make-ups or other accommodations, he or she is permitted to provide such accommodations. Intercollegiate varsity athletics events during final exams, which are normally forbidden by university policy, must be approved in writing by the BFA Intercollegiate Athletics Committee well in advance of the event. Students involved in these events must then work with their instructors in regard to any missed work, as required above.

Club Sports: It is the student's responsibility to notify each instructor—in the first several weeks of the semester and in writing--about any known conflicts between academic requirements and sport club events. For conflicts that arise during the regular term, instructors have full authority to decide whether and/or how to accommodate those conflicts. While an instructor has the right to refuse to allow make-ups or other accommodations, he or she is permitted to provide such accommodations.

THE SENSITIVE NATURE OF THIS COURSE

It is important that students understand that many if not most students who've taken this course in the past find some aspects of it emotionally difficult. Reading and hearing about abuse can be very hard. Some of the videos, in particular, are sad, enraging, and can be very upsetting. In the past, some students have taken this course as a means to understand more about their own victimizations or the victimizations of loved ones. Other students, over the course of the semester may remember or re-frame a past victimization that they view in a new and more troubling perspective. This may make some of the material we cover emotionally challenging. I do not advise taking this course if a student is at a point where therapy would be a better alternative: This course is not intended to be equivalent to counseling. In short, it has been my experience that few students who take this course experience the material as purely academic. Should you decide during the semester that information about options for your individual or another person's circumstances and/or psychological counseling would be appropriate, there are many services available on and off campus. You can call start by calling Victim Assistance on campus at 492-8855, visit them in 217-219 Willard Hall, or access their website <http://www.colorado.edu/studentaffairs/victimassistance/index.html>. If you are having trouble for any reason, coming to class, doing the readings, and so on, it is very important you come and discuss this with me as soon as possible so that we can decide whether it is best for you to drop the class; rather than to wait until the end of the semester when it is impossible with missed classes to do well or even pass.

Furthermore, sometimes students who've taken this course in the past report wanting to ask questions that they fear are "stupid" or "offensive." I don't want this concern to limit learning. Therefore, if you have a question you are uncomfortable bringing up during class, or want to check with me about before you bring it up during class, please feel free to ask me on e-mail, after class, or during my office hours. If I think it is inappropriate, I will tell you, but chances are it is not inappropriate and other students may have the same question or benefit from a discussion of it. Sometimes students tell me "I don't want to ask this question during class or make this point, but could you?" If I agree that it would be useful for the class, I am happy to bring the issue or question up myself (without giving the student's name).

IF YOU ARE TRIGGERED BY THE CONTENT OF THIS CLASS AND WANT TO TALK, (303) 443-7300 is an anonymous 24-hour Sexual Assault Crisis Hotline run by MESA (Moving to End Sexual Assault).
STUDENT RESOURCES

As noted above, this course involves being repeatedly and intensely exposed to especially troubling subject matter, and, with this, may result in mental exhaustion and heightened awareness of harmful, illegal, risky, or unhealthy behaviors in which students (or their family and friends) have endured or been involved. Students should be mindful of this and it is beneficial to be open to seeking out help in order to manage the emotions, issues, dilemmas, or

problems that may arise during the semester and beyond. Students can reach out to the professor for assistance, and here are some of the campus and local resources that may be useful:

Center for Multicultural Affairs (C4C N320)

CMA provides innovative programs and services that foster learning, community, development, leadership, and a commitment to social justice; these programs include dialogue groups, peer mentoring programs, and support for first generation students.

303-492-5667

www.colorado.edu/studentaffairs/cma

Counseling and Psychological Services (C4C S440)

CAP provides free short-term counseling for students, staff, and faculty, as well as a variety of support groups, consultation, and education.

303-492-6766

www.colorado.edu/sacs/counseling

Community Health (UMC 411)

Community Health is the public health division of Wardenburg and provides free HIV testing, presentations on sexual health and equity, cold care kits, safer sex supplies, and tobacco quit kits.

303-492-2937

<http://healthcenter.colorado.edu/communityhealth>

Disability Services (C4C N200)

Disability Services provides students with disabilities with tools, reasonable accommodations, and support services to participate fully in the academic environment.

303-492-8671

www.colorado.edu/disabilityservices

GLBTQ Resource Center (C4C N450)

The GLBTQ Resource Center provides education, advocacy, community, and leadership development for gay, lesbian,

bisexual, transgender, and queer students.

303-492-1377

www.colorado.edu/glbtrc

International Student and Scholar Services (ISSS)

ISSS helps answer questions concerning non-U.S. students' legal status or other issues pertinent to their stay at CU.

303-492-8057

Office of Victim Assistance (OVA)

Center for Community (C4C) S440

OVA offers free confidential information, support, advocacy, and short-term counseling to students, faculty and staff at CU, including their significant others. OVA is a separate office, not connected to the police department.

Our office primarily focuses on situations involving traumatic events, including, but not limited to physical assault and hazing, bias motivated incidents, death, discrimination and harassment including sexual harassment, intimate partner violence, serious accidents, sexual assault, and stalking. We can help people learn about resources and assess their options in these situations.

<http://cuvictimassistance.com/>

303-492-8855

Email: assist@colorado.edu

OFF-CAMPUS AND AFTER BUSINESS HOURS RESOURCES

Check this website: <http://cuvictimassistance.com/after-hours/>

In an emergency, of course, call 911. If you're not sure if it's an emergency, call 911 and they'll tell you.

GRADING

Desire2Learn: Vital information for the class will be on Desire2Learn, including optional materials to help with class (e.g., PowerPoint slides to assist with lectures and studying). The grades will also be posted on Desire2Learn. Students are expected to check Desire2Learn regularly for any announcements. These might include “last minute” advice about an upcoming paper, what to do if a paper is due on a snow day, a new set of PowerPoint slides, etc. It is students’ responsibility to check Desire2Learn regularly for announcements, PowerPoint slides, study guides, grades, and so on. I will also use email to contact students, so please be sure to read your emails from me.

Papers: There are two papers due for this class, and they should be submitted on D2L and handed in hard copy to me. The papers are worth 75 points each. There is no cheating on papers. This means no collaboration, copying and pasting from articles, or using papers from another class to replace these papers. If I find out you’ve cheated in any way that violated the CU Honor Code, I will fail you in the course.

Attendance & Class Participation Students are expected to regularly attend lecture, arrive on time, and leave only when class is over. Being disrespectful to the professor, other students, guest speakers, or anyone else could result in your permanent removal from the course. If you arrive late regularly, it will impact your participation grade. While attendance will not be taken, your grade is based on participation- both in in-class quizzes and speaking in class. *In-class quizzes and other assignments cannot be made up: Students must be present to take part in in-class quizzes.*

Exams: There will be two exams in this course that will be equally weighted. The exams will be 70% multiple-choice/true-false and 30% short answers/short essays. The professor reserves the right not to give exams to persons more than 15 minutes late for an exam, or who have arrived after any students who have taken the exam have left the room. *Please keep all returned exams (and other returned work) in the event that you have a grade dispute at the end of the semester.* Be sure to re-read the course ground rules regarding expectations on the day of exams (e.g., NO visible cell phones).

In-Class/Quiz and Homework Written Assignments: Throughout the semester students will be asked to do an in-class or homework assignments. Pop quizzes will be used in this course, and if you miss the quizzes, this will significantly impact your participation grade. No make-ups: if you miss a quiz, make sure you’re prepared and present for the next. These assignments (other than the one in the first week) cannot be made up. *If you are late for class or leave early or simply miss class for any reason, you cannot make up the missed assignment.* Be sure to write your names legibly on these assignments. Be sure to hand these in when they’re requested. (If you hand in a quiz or other in-class assignment later in the class, it will not be counted.) Looking at your phone or any papers during a quiz is considered cheating and you will flunk the course.

Extra Credit Journals/Logs: At two points during the semester you can hand in a journal/log for extra-credit. These optional logs/journals are due to professor at 9:30 a.m. at the start of class on Feb. 26th and April 23rd. Each of these is worth up to a total of 10 points to your grade (a lot!). They must be handed in on time in order to receive credit. You are not required to do both logs to get credit. You can do both, or you can only do the first or only do the second log. Be sure to follow directions: **To receive the full ten points on these logs, they must include weekly information on what you learned in the readings. The logs must be typed, on time, and submitted on Desire2Learn and hard-copy to me.** Logs can be viewed as a journal or reaction paper to the material you are learning in this course, but be sure to include the readings. If you want, you can keep a log of your feelings and insights on the topic covered in readings and lectures, perhaps typing in it after each class or after conducting the readings. Alternatively, you can simply type up what the class has caused you to think about, or things you are noticing around you due to the class material. You can write about your personal experiences past or present. **I do not see the logs/journals as a summary of the facts learned in the lectures or your lecture notes**, but rather how you see the material applying to your life and/or what you think is accurate or inaccurate, unique, etc. about the readings, lecture, videos, guest speakers, etc. **YOU WILL NOT GET CREDIT IF YOU SUMMARIZE THE READINGS.** Thus, you may use these papers to critique the readings, discussing what you do and/or do not like about them. I imagine these logs/journals to be approximately ½ to 1 single-spaced typed page per week that is covered. Please date your journals throughout so that I know to which week you are responding (i.e., what day you

are typing each entry). Logs can always be submitted early. Late logs are not accepted/graded. These logs will help you study for the exams, so they are due at points in the semester right before the midterm and the final.

Late Policy: Late papers will lose one letter grade per 24 hours it is late.

Office Hours: My office hours are available to you to come in and discuss any aspect of the course. I hope you will come and discuss interests or course problems with me, or even just introduce yourself. If you can't meet during my scheduled office hours but would like to meet in person, please make an appointment. I'm around a lot, on campus a lot, and very accessible. Also- frequently, students want to meet with me to discuss sensitive topics around the content of this course. Unfortunately, I share my office with other graduate students. If you would like to meet with more privacy, please let me know ahead of time and I'll find a space.

Cheating: There is no excuse for cheating. Any student caught cheating on an exam or paper will **fail the course!** No exceptions will be made. Cheating includes looking at or copying another student's quiz, using a "crib" sheet or notes during a quiz, looking at a reading during an in-class quiz, copying any part of another student's log or paper, plagiarizing for the paper, and so on. It is each student's responsibility to ensure that nothing related to the class, such as notes, is in view during a quiz! IF YOU ARE LOOKING AT YOUR CELL PHONE OR A PIECE OF PAPER DURING A QUIZ, I WILL ASSUME YOU ARE CHEATING. DO NOT DO THIS! Do NOT talk to anyone else still taking a test even if you have handed your quiz in, even if it's to say "I'll see you at the coffee shop."

Pass/Fail Students: Students taking the course pass/fail have no different obligations in terms of passing the course than students not taking the course pass/fail! Both types of students must make the same grade (60.0%+) to pass the course.

Graduating Seniors: Graduating seniors have the same requirements for grades in this course as other students. No special treatment is available for graduating seniors. They must make 60.0% or higher to pass the course.

Grade Disputes: *Please keep **all** returned work in the event that you have a grade dispute at the end of the semester. Make sure you check Desire2Learn regularly for your grades, and not at the end of the semester alone.*

Grading Method:

"A" work will: creatively utilize outside items; go beyond the basic scope of the assignment; fully integrate appropriate textual ideas, concepts, AND quotations; critically examine and analyze; be completely proofread and spellchecked (a few errors is human); will utilize sociological (structural, big picture) analysis. Work at this level is: sophisticated, creative, thoughtful, complete, analytical, precise, and instructive. It meaningfully transcends regurgitation. "A" work is superior in every sense.

"B" work will do much of the above but will fall somewhat short in *more than one* area described above. It may be less proofed, less analytical, less original, less thoughtful, less creative, less appropriate in terms of citations.

"C" work will be 'average' papers, perhaps not as creative, not as critical, not as analytical as other papers. Proofing and writing errors may obscure arguments. Outside items may not be appropriate, apt, or useful. Sociological analysis will be incomplete. Work at this level is *average* – it does not go beyond the scope of the assignment in any way. Citations will be incomplete and/or simplistic; ideas will not transcend those offered in class.

"D" work will lack mastery of the assignment in multiple and significant ways: maybe no outside items will be utilized; perhaps the analysis will be overly simplistic; the paper may demonstrate no use of texts, concepts, and ideas; it will not be proofread and will suffer from poor, simplistic expression and communication of ideas.

Grade Breakdown:

First Exam	100 points
Second Exam	100 points
Paper 1	75 points
Paper 2	75 points
Class Quizzes, Essays, and Assignments	100 points
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Total	450 points

Extra Credit:	Journal 1	10 points
	Journal 2	10 points

Grade Chart for End of Semester Course Grade (You are responsible for adding your grades in your decision whether to take the optional final):

A	=	420.0 or more points	C	=	330.0-344 points
A-	=	405.0-419 points	C-	=	315.0-329 points
B+	=	390.0-404 points	D+	=	300.0-314 points
B	=	375.0-389 points	D	=	285.0-299 points
B-	=	360.0-374 points	D-	=	270.0-284 points
C+	=	345.0-359 points	F	=	fewer than 270.0 points

COURSE SCHEDULE

Required Readings are available on Desire2Learn (make sure you can download these with plenty of time, don't wait until right before they are due)

<u>Week</u>	<u>Topic</u>
Week 1 (Jan. 13-15)	<u>Introduction</u>
Week 2 (Jan. 20-22)	<u>Defining VAWG Abuses</u> 'First Week of Class' Essay Due Tues 1/20
Week 3 (Jan. 27- Jan 29)	<u>Defining VAWG Abuses, cont'd</u>
Week 4 (Feb. 3-5)	<u>VAWG as an Institution</u>
Week 5 (Feb. 10-12)	<u>VAWG as an Institution, cont'd</u>
***Paper 1: Due Thurs February 12 at 9:30 am ***	
Week 6 (Feb. 17-19)	<u>Causes of VAWG</u>
Week 7 (Feb. 24 – Feb 26)	<u>Causes of VAWG, cont'd</u>
***Optional Log 1 (extra credit): Due Thurs February 26 at 9:30 am ***	
Week 8 (March 3)	**EXAM 1 MARCH 3**
Week 8 (March 5)	<u>Media Representations of VAWG</u>
Week 9 (March 10-12)	<u>Victim/Survivor Responses to VAWG</u>
Week 10 (March 17- 19)	<u>Victim/Survivor Responses to VAWG, cont'd</u>
Paper 2 Due: Thurs March 19 at 9:30 am *	
Week 11 (March 24-26)	SPRING BREAK

Week 12 (March 31-April 2) Systemic Responses to VAWG

Week 13 (April 7-9) Systemic Responses to VAWG

Week 14 (April 14 -16) Systemic Responses to VAWG

Week 15 (April 21-23) Fighting Back

*****Optional Log 2 (extra credit): Due April 23 by 9:30 am *****

Week 16 (April 28- 30) A Global Perspective

*******FINAL EXAM May 3rd 4:30 p.m.*******