

SOC 445: Analysis in Gender Violence (WI)
Fall 2014
MWF 9:30-10:20

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Course Description: This course critically examines theories of gender violence, which include relationship violence, sexual assault and rape, prostitution, and sex trafficking. Through feminist, conflict, historical, and structural theories, we will analyze how our society responds to and perpetuates gender violence. Additionally, we will explore how gender violence impacts children, families, intimate partner relationships, and elders. From linguistics to femininity and masculinity, this course will problematize the cultural norms surrounding gender and gender violence.

Special Note: The topics covered in this course are extremely sensitive and students may experience emotional or other issues throughout the course of the semester. Please be empathetic and supportive of one another as we discuss these challenging issues. There is a counseling center on campus and if anyone feels the need for further help or support, I will be providing students with their contact information.

The students in this course must respect one another. Intolerant or mean-spirited comments are unacceptable. As college students, you must hold yourselves to a higher standard that reflects your maturity and the ability to read or discuss issues you may not entirely understand or agree with.

Student Learning Objectives:

1. **Writing Development:** As a writing intensive course, you are expected to work on writing improvement. This will be accomplished through a writer's workshop once a week, four critical analysis assignments, a peer-reviewed rough draft, and the final writing assignment. Students receive both verbal and written feedback on all of their writing assignments from the instructor during workshops and on rough drafts. In addition to instructor feedback, students receive feedback from their peers during the peer-reviewed rough draft workshop. Through instructor/peer written and verbal feedback, students with a variety of learning styles can meaningfully develop their writing skills.
2. **Critical Thinking:** College students at the 400-level should be able to apply sociological theories and critique the class reading assignments. There are four critical analysis assignments to help students practice thinking deeply about the subject matter. The final writing assignment and class participation are also used to gauge these skills.
3. **Active Learning:** This course requires students to engage with their critical analysis assignments. Active learning assignments are in-class activities that require students to share their work and assess the critiques. Extra credit opportunities are the only active learning assignment outside of class time.

Required Texts:

McGuire, Danielle L. 2011. *At the Dark End of the Street: Black Women, Rape, and Resistance –A New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power.*

O’Toole, Laura, Jessica R. Schiffman, and Margie L. Kiter Edwards. 2007. *Gender Violence (Second Edition): Interdisciplinary Perspectives.*

Raphael, Jody. 2013. *Rape is rape: How Denial, Distortion, and Victim blaming are Fueling a Hidden Acquaintance Rape Crisis*

Sebold, Alice. 2002. *Lucky.*

*Other reading assignments will be posted in Laulima.

Writing Assignments (40%):

For this assignment, students will be examining “rape culture” in popular media. You will select three data items from popular culture. These can take the form of music, literature, television shows, movies, video games, or anything that has been approved by the professor. You must reference at least three of the course readings and use those course readings to critically analyze and deconstruct “rape culture”. This paper must be a minimum of nine pages of writing (no longer than twelve pages). You must use Times New Roman, 12-point font, and ASA formatting and citation styles. These skills will be taught in the writing workshops. Also, students are not allowed to pick the same data items as one another.

- A rough draft of the final paper worth **10%** of your grade is due on October 20th.
- A peer-reviewed draft worth **10%** of your grade is due on December 1st.
- The final paper is due on the last day of class and is worth **20%** of your final grade.

Attendance and Participation (20%): Attendance and participation in class discussions are required and taken randomly throughout the semester. Participation is measured through the use of critical analysis assignments in the active learning assignments.

Critical Analysis Assignments (Total of 40%): Each critical analysis assignment is worth 10% of your grade. For each subject, students will be expected to find and write about two news media cases related to the subject for that week. For each case, students will compare two different news reports of the same case. You are expected to write one paragraph summarizing the facts of the case and a second paragraph critically analyzing how the case is reported and any other relevant information. Each assignment must be a minimum of two pages of writing (no more than three pages). You must use Times New Roman, 12-point font, and ASA formatting and citation styles. You must cite all of the newspaper articles and any readings that you used in your analysis.

Extra Credit: You will have an opportunity to earn extra credit (no more than 5%) for this course by volunteering for the Women’s Center. Specific requirements will be discussed in class.

Grading Policy:

A: 93- 100%	C+: 77- 79%
A-: 90- 92%	C: 73- 76%
B+: 87- 89%	C-: 70- 72%
B: 83- 86%	D: 60- 69%
B-: 80- 82%	F: less than 60%

KOKUA: Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center for Student Services.

Academic Integrity: The integrity of a university depends upon academic honesty, which consists of independent learning and research. Academic dishonesty includes cheating and plagiarism. The following are examples of violations of the Student Conduct Code that may result in suspension or expulsion from UH Manoa.

- **Cheating**: Cheating includes, but is not limited to, giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grade, altering an answer after an examination has been submitted, falsifying any official UH Manoa record, and misrepresenting the facts in order to obtain exemptions from course requirements.
- **Plagiarism**: Plagiarism includes, but is not limited to, submitting, to satisfy an academic requirement, any document that has been copied in whole or in part from another individual's work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student's language and style; paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; and "dry-labbing," which includes obtaining and using experimental data from other students without the express consent of the instructor, utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms, and fabricating data to fit the expected results.

Course Reading Schedule (readings are to be completed by the date assigned):

DATES	READINGS DUE	ASSIGNMENTS
August 25	Syllabus	
Section I: Roots of Male Violence		
August 27	Friedrich Engels, "The Origin of the Family, Private Property, and the State" (Chapter 1)	
August 29	Opal Palmer Adisa, "Undeclared War: African-American Women Writers Explicating Rape" (Chapter 14) Audre Lorde, "Need: A Chorale for Black Woman Voices" (80-85)	
September 1	Michael Kaufman, "The Construction of Masculinity and the Triad of Men's Violence" (Chapter 2)	HOLIDAY
Section II: History of Rape in the U.S.		
September 3	McGuire, "They'd Kill Me If I Told" (Chapter 1)	
September 5	McGuire, "Negroes Every Day Are Being Molested" (Chapter 2)	
September 8	McGuire, "Walking in Pride and Dignity" (Chapter 3)	
September 10	McGuire, "There's Open Season on Negroes Now" (Chapter 4)	
September 12	McGuire, "It Was Like All of Us Had Been Raped" (Chapter 5)	
September 15	McGuire, "A Black Woman's Body Was Never	

	Hers Alone” (Chapter 6)	
September 17	McGuire, “Sex and Civil Rights” (Chapter 7)	
September 19	McGuire, “Power to the Ice Pick!” (Chapter 8)	
September 22	McGuire, “We All Lived in Fear for Years” (Epilogue) Jessica Valenti, “Ending Rape Illiteracy” (Laulima) Eve Ensler, “Over It” (Laulima)	Critical Analysis #1 Due
Section III: Rape		
September 24	Peggy Reeves Sanday, “The Socio-Cultural Context of Rape: A Cross-Cultural Study” (Chapter 3) Raphael, “Introduction”, “Accusing Dominique Strauss-Kahn” and “Riley” (Chapter 1)	
September 26	Edwin Schur, “Sexual Coercion in American Life” (Chapter 4) Raphael, “The Distortion of Rape Statistics: Who’s Doing It and Why” and “Tracy” (Chapter 2)	
September 29	Raphael, “The Feminist Attack: Acquaintance Rape as the Price for Women’s Sexual Freedom” (Chapter 3) Clementine Ford, “Policing Young Women’s Sexuality” (Laulima)	
October 1	Mary White Stewart, “Real Victims, Reasonableness, and Rape” (Chapter 11) Raphael, “The Conservative	

	Attack: Acquaintance Rape as the Result of Women's Promiscuity" and "Danielle and Shae" (Chapter 4)	
October 3	Raphael, "Is There a Rape Epidemic?" and "Megan" (Chapter 5) Carole J. Sheffield, "Sexual Terrorism" (Chapter 6)	
October 6	Raphael, "The Truth About False Rape Claims" (Chapter 6)	
October 8	Raphael, "Defending Strauss-Kahn" and "Blaming Tracy" (Chapter 7) Jessica Valenti, "In Rape Tragedies, The Shame Is Ours." (Laulima)	
October 10	Raphael, "Denial's Effects: Dangerous Indifference" and "Punishing Megan" (Chapter 8) Krissy Darch, "Why Isn't Anyone Talking About the Misogyny in Amanda Todd's Life and Death?" (Laulima)	
October 13	Michael Kimmel, "Contextualizing Men's Violence: The Personal Meets the Political" (Chapter 5) Raphael, "Freeing Strauss-Kahn" and "Believing Riley" (Chapter 9)	
October 15	Raphael, "A World Without Rape Denial" (Chapter 10) and "Epilogue"	
October 17	No Reading: Work on Paper	
October 20	Jaclyn Friedman, "Toxic	Rough Draft #1 Due

	Masculinity” (Laulima)	
October 22	Laura L. O’Toole “Subcultural Theory of Rape Revisited” (Chapter 12)	
October 24	Margaret D. Stetz, “What the West Failed to Learn about War from the ‘Comfort Women’” (Chapter 13)	
October 27	Linda Gordon, “Family Violence, Feminism, and Social Control” (Chapter 19)	
October 29	Alice Sebold, <i>Lucky</i> (Chapters 1-3)	
October 31	Alice Sebold, <i>Lucky</i> (Chapters 4-7)	
November 3	Alice Sebold, <i>Lucky</i> (Chapters 8-10)	Critical Analysis #2 Due
Section IV: Battering in Intimate Relationships		
November 5	Michael P. Johnson, “Domestic Violence: The Intersection of Gender and Control” (Chapter 15)	
November 7	bell hooks, “Violence in Intimate Relationships: A Feminist Perspective” (Chapter 16)	
November 10	Susan L. Miller and LeeAnn Iovanni, “Domestic Violence Policy in the United States: Contemporary Issues” (Chapter 18)	
November 12	Kimberly D. Richman, “Women, Poverty, and Domestic Violence: Perceptions of Court and Legal Aid Effectiveness” (Laulima)	
November 14	Anderson and Umberson, “Gendering Violence: Masculinity and Power in	

	Men's Accounts of Domestic Violence" (Laulima)	
November 17	Kanuha, Erwin, and Pence, "Strange Bedfellows: Feminist Advocates and U.S. Marines Working to End Violence" (Laulima)	
November 19	Elizabeth B. Erbaugh, "Queering Approaches to Intimate Partner Violence" (Chapter 32)	
November 21	Hassouneh and Glass, "The Influence of Gender Role Stereotyping on Women's Experiences of Female Same-Sex Intimate Partner Violence" (Laulima)	Critical Analysis #3 Due
November 24	NO READING	HOLIDAY
November 26	Nan D. Stein, "Locating a Secret Problem: Sexual Violence in Elementary and Secondary Schools" (Chapter 20)	
November 28	Terri Whittaker, "Violence, Gender, and Elder Abuse: Toward a Feminist Analysis and Practice" (Chapter 17)	
December 1		Peer- Reviewed Draft Due
Section V: Transforming Gender Relations		
December 3	Anastasia M. Hudgins, "Problematizing the Discourse: Sex Trafficking Policy and Ethnography" (Chapter 27) Jane Anthony, "Prostitution as 'Choice'" (Chapter 28)	
December 5	Alexandra G. Murphy, "The Dialectical Gaze: Exploring the Subject-Object Tension	

	<p>in the Performances of Women who Strip” (Laulima)</p> <p>William C. Gay, “Supplanting Linguistic Violence” (Chapter 30)</p>	
December 8	<p>Robin S. Ogle and Candice Batton, “Revisiting Patriarchy: Its Conceptualization and Operationalization in Criminology” (Laulima)</p> <p>Katz, Heisterkamp, and Fleming, “The Social Justice Roots of the Mentors in Violence Prevention Model and Its Application in a High School Setting” (Laulima)</p>	Critical Analysis #4 Due
December 10	<p>Jackson Katz, “10 Things Men Can Do to Prevent Gender Violence” (Chapter 34)</p> <p>Elizabeth Ward, “Action” (Chapter 35)</p>	
December 15-19		FINAL PAPER DUE