

**University of Hawaii  
Department of Sociology  
Spring, 2016**

**SOC445: ANALYSIS IN GENDER VIOLENCE (3 cr.)  
Monday & Wednesday, 1:30 – 2:45 pm  
Kuykendall 408**

*“I feel so buried in a whole [hole] sometimes that I even feel like killing myself. I cannot live miserable anymore. I need to be myself. Jeffrey controls me and over-powers me all the time and I hate my life. I never thought things would be the way it is now.”*

From the journal of Daysha Aiona Aki, murdered by her boyfriend, Jeffrey Boyd Santos in November 2006. Her body was found in the Puna area.

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**I. Rationale for course**

This course will focus on the issue of violence against girls and women as situated in a feminist sociological analysis. The course will cover the historical and political contexts, as well as key feminist and sociological perspectives on gender violence. Specific manifestations of violence towards girls and women will be discussed, including: sexual harassment, rape and sexual assault, domestic violence, sex work (prostitution, pornography, trafficking), femicide and state-sponsored violence. Course content will include relevant research and social theory about women and gender, masculinities and applications of theory to social policy and intervention. In addition, gender violence will be analyzed with particular focus on local (Hawaii), national (U.S.), and global contexts.

**II. Student Learning Objectives**

This course addresses the Institutional Learning Objectives (ILOs) of UHM and the Student Learning Outcomes (SLOs) of the Sociology Department. Upon completion of the course, students will be able to:

1. Demonstrate understanding of the sociology of gender violence, including the perspectives of Hawaiian culture and history in the ways gender and family violence are constructed and enacted in the Hawai'i context (ILO-1)
2. Critically and effectively analyze, interpret and evaluate sociological theories about gender, violence, masculinity, power and culture in writing and orally (ILO-2; SLO-2; SLO-3)
3. Collect, analyze and interpret data and draw valid conclusions from their analyses about all forms of gender violence covered in the course, in writing and orally (ILO-2; SLO-2; SLO-3)
4. Demonstrate in writing and orally, the intersection of co-factors such as race/ethnicity, gender, sexual identity, social class, religion and nationality with

the ways violence against women and children as a social problem is constructed and enacted in social life in Hawaii, the U.S. and globally (ILO-3; SLO-1; SLO-2; SLO-3)

5. In writing and orally, be able to conduct research and effectively demonstrate understanding the ways co-factors such as race/ethnicity, gender, sexual identity, social class, religion and nationality intersect with violence against women and children as a social problem in Hawaii, the U.S. and globally (ILO-2; ILO-3; SLO-1; SLO-2; SLO-3)

6. Demonstrate engagement in continuous learning and growth in terms of their values, beliefs, attitudes and actions regarding gender, power and violence through writing and oral participation in class (ILO-3)

### III. Text and Readings

The assigned text for this course is: *Laura L. O'Toole and Jessica R. Schiffman (Eds.), Gender Violence: Interdisciplinary Perspectives (2007), 2<sup>nd</sup> Edition, New York City: New York University Press, ISBN: 978-0-8147-6210-3*. The text is available at Amazon and other on-line booksellers. There is also a supplementary reader that will be uploaded to the class website on Lulima.

In Section V. Course Content and Class Schedule, reading assignments are designated by chapter and/or page number from the required text, e.g., “**Ch. 3**” or “**pp. 3-11**” or by author’s last name from the reader, e.g., “**Kanuha.**”

### IV. Course Assignments

This upper division course is considered a collaborative learning experience between students and instructor. The instructor is considered to have more institutional power in the classroom by virtue of her role and position vis a vis the university as an academic institution. However, students have diverse backgrounds, experiences, training, and education that also differentiate them from the instructor and other students in terms of their own power and privilege in the classroom and in their already-existing knowledge of the course content.

In preparing this course syllabus, the instructor’s responsibility is to provide a range of learning opportunities that will enhance understanding and mastery of the student learning objectives outlined for this course. However, students are encouraged to join in the design and evaluation of all aspects of this course and their learning.

\*\*For accreditation purposes, the UH and Sociology Department must evaluate the effectiveness of our courses and department. Certain written assignments will be anonymously used (no identifier linked to your name, UHID or other information) for assessment of the department, and will have no bearing on your final grade for this or any other course in the department.

There are six assignments for this course. Listed below are descriptions, learning objectives, and evaluation criteria for each assignment. All assignments unless indicated are due on or before the end of class on the day/date listed.

## 1. Student Learning Contract – 10 points

**DUE: 01/13 & 05/04**

Learning objectives of assignment: To actively participate in one's own learning; to develop criteria for evaluating one's participation in their own and others' learning; to think critically about diverse ways we teach and learn from each other.

### Description of assignment:

There are many ways that students “participate” in their own learning and contribute to the learning of others. We verbally offer our opinions or respond to questions posed by others; we listen and critically evaluate others' points of view; we read and study assigned readings; we attend to the many “processes” that are going on in the classroom environment; we facilitate others to speak up or join in relevant class activities; and, we meet with others individually or in small groups to share our ideas, thoughts, and reflections from the content presented in class.

Everyone is asked to participate to his or her fullest extent in the classroom, and to facilitate others' ability to participate at the same time. This means that we come prepared to join in the classroom learning experience by having our readings and other work completed, we respect ourselves and others who are speaking and presenting in class, and we take responsibility for completing assignments in a competent and timely manner.

Students and instructor will suggest criteria that constitute “class participation” based on a review of the syllabus, course objectives, and other factors. Class participation will include those activities and behaviors that enhance our own learning as well as enhance the learning of others. Each student will identify a minimum of three (3) measurable, process and outcome learning objectives for their own participation in this class. **At least one** of the learning objectives must reflect deliberation on a key ethical issue related to violence against women. Examples of this objective: outlining the ways perpetrators of gender violence are/are not responsible for their actions; describing the contradictory reasons women stay in/leave violent relationships; ability to argue why males are more likely to be violent against women than vice-versa; identifying the pros and cons of criminal-legal remedies.

Use the learning contract form at the back of this syllabus to submit your learning contract and your final self-grading at the end of the semester. Upload your learning contract to Drop Box at the class site on Laulima. **KEEP A COPY OF YOUR ORIGINAL CONTRACT TO RE-SUBMIT AT THE END OF THE SEMESTER!** At the end of the semester submit your evaluation of your learning contract to Drop Box at the class site on Laulima.

### Evaluation of assignment:

At the end of the semester, students will evaluate themselves based on the objectives they established at the beginning of the semester. The student self-evaluation will be incorporated into the instructor's evaluation of the student's learning objectives.

## **2. Self-Reflection Papers – 10 points**

**DUE: 01/20 & 05/04**

Learning objectives of assignment: To develop critical self-reflection, thinking and analysis skills; to develop concise writing skills; to demonstrate comprehension of major course concepts and topics.

### Description of assignment:

Students will complete two short reflection papers to assess your learning in the course over the semester. Topics for each paper are as follows:

**Paper #1: Introductory Self-Reflection. DUE: 01/20.** What personal experiences have you had that shape your beliefs, attitudes, and values about women and violence? What are your hopes and fears for your experience or learning in this class? What is one pre-existing judgment, social norm or paradigm that you currently hold about gender violence that you hope to critically analyze or reflect upon during this class? How do your margin and/or center characteristics influence your view of women in society?

**Paper #2: Course Self-Reflection. DUE: 05/04.** Select one type of gender violence or one aspect about gender violence discussed in class about which you experienced a significant “paradigm shift.” Describe that shift in terms of changes in your knowledge, values, attitudes, beliefs and comfort level about the course topics/content. What experience related to the content of the course contributed to your self-reflection upon the ethical issues underlying that paradigm shift? What is the particular way this type of gender violence is manifested, understood or contextualized in Hawai'i, and how has that influenced the paradigm shift that personally experienced? Discuss the concrete ways in which you will incorporate this paradigm shift and any other information you learned in class to your future personal or professional life.

Each paper should be no more than 3-pages, double-spaced, 1" margins, 12-pt font. At the right-hand top of each page as a header, include your name, UHID#, and page number. The heading of each paper should include the course title and the paper assignment title, e.g., “SOC445, Spring 2016 Introductory Self-Reflection.” References may be used, but are not required; if you use references, please list them at the end of the paper. Papers must be submitted as Microsoft Word-compatible electronic files uploaded to the Drop Box in the class site on Laulima. Assignments should be submitted with a file name that includes the course number (445), the semester (S16), student name, and the assignment (ex: reflection1). Example of correct file name format: *[445S16KimoSmithReflection1.doc]*

### Evaluation of assignment:

This assignment is worth 10 points (5 points per paper). Papers will NOT be graded; however you must submit papers by the due date to get full credit.

## **3. Media Analysis Presentation and Report - 15 points**

**DUE: Throughout the semester**

Learning objectives: Learn to critically observe the frequency and nature of popular culture's construction of girls and women; analyze, share and write up one example of media representation of girls and women in class.

#### Description of Assignment

Students will select a current example of the ways girls and/or women are represented in popular culture such as online, TV, radio, video, magazines, newspapers, music or other media venues to share with the class. The select example should focus on the ways that representation of girls or women may contribute purposefully or unintentionally to gender violence.

There are two parts to this assignment. In Part #1 students will prepare a brief analysis (5-10 minutes) of their media example to present in class, and for Part #2 will submit a brief 1-2 page report of your analysis along with a scanned copy of or link to the media example. Both the in-class presentation and written report must respond to the following four issues:

- 1) Briefly describe the selected representation of girls and women in popular culture.
- 2) Review the positive and negative messages about girls and women that are reflected in your example.
- 3) Discuss the possible positive and negative impact of such a representation on: 1) females, 2) males, and 3) society-at-large.
- 4) How does this media example contribute to violence against women?

After you complete your in-class presentation, the written report for this assignment should include your answers to the four issues above, and include a copy of the media example attached to the written summary. Be sure to include the heading "Media Presentation." At the right-hand top of each page as a header, include your name, UHID#, and page number and upload your paper to Drop Box at the course site on Laulima.

#### Evaluation of assignment:

Presentations and written summaries will be graded by the instructor based on demonstrated understanding, analysis and inclusion of the four required issues of the assignment.

#### **4. Reading Response Papers – 20 points                      DUE: 02/10 & 03/07**

Learning objectives of assignment: To develop critical thinking and analysis skills as applied to assigned readings; to develop concise writing skills; to assure preparation for class through completion of readings and other assignments; to demonstrate comprehension of major course concepts and topics.

#### Description of assignment:

Students will write **two** response papers for this assignment that will be a critical reflection of any of the required reading assignments (articles or book chapters) for this course. You can read "back" or "ahead" in the syllabus; that is, you can select any reading whether or not we have already covered it in class.

Each paper should address the following questions:

- 1) Give a brief summary of the reading. (1/2 page)
- 2) What does the reading say about the specific cause of gender violence? Make sure you apply or use sociological theory in your response. (1-2 pgs)
- 3) What *Framing Issues* as discussed in class are covered in the reading? (1-2 pgs)
- 4) Briefly discuss at least one new perspective, insight or learning you gained from the reading. (1/2 pg)

Each paper should be no more than 5-pages, double-spaced, 1" margins, 12-pt font. Each heading of the paper should list the title of the reading to which you are responding along with your name and SOC445, Spring 2016. At the right-hand top of each page as a header, include your name, UHID#, and page number. Additional references may be used, but are not required; if you use references, please list them at the end of the paper. Papers must be submitted as Microsoft Word-compatible electronic files uploaded to Drop Box in the class site on Laulima. Assignments should be submitted with a file name that includes the course number (445), the semester (S16), student name, and the assignment (ex: reflection1). Example of correct file name format: *[445S16KimoSmithReading1.doc]*

Evaluation of assignment:

Each paper is worth a maximum of 10 points each (2 papers x 10 points = 20 points maximum for this assignment). The instructor will evaluate this assignment based on 1) complete response to required questions, 2) evidence of comprehension and application of reading to response, 3) evidence of critical thinking and analysis; 4) self-reflection, and 5) organization of response, overall writing (grammar, spelling), compliance with paper guidelines (length, formatting, etc.). These papers may be revised for up to the maximum 10 points per paper (point deductions for late submission cannot be made up). The final date for revisions is the last day of class.

**5. Reflection Paper, *Honolulu Advertiser series*, Crossing the Line – 20 points  
DUE: 04/13**

Learning objectives of assignment: To develop critical thinking, reflection and analysis abilities as applied to reading; to demonstrate comprehension of major course concepts and topics in the context of Hawai'i; to develop concise writing skills.

Description of assignment:

In 2008, the *Honolulu Advertiser* ran a six-part, award-winning series on domestic violence in Hawai'i. The main series by Rob Perez is accessible at the following link: <http://dartcenter.org/content/crossing-line-abuse-in-hawai%E2%80%99i-homes>

A separate link to Kevin Dayton's related story including sections of the diary of Daysha Aiona-Aka, who was killed by her partner on Hawaii island is available at: <http://dartcenter.org/content/dayshas-diary>

For this assignment, students will read the entire series and write a paper that addresses the following questions:

- 1) What do you think are two key or important issues specifically about domestic violence in Hawai'i that were raised in the series? (1-2 pages)
- 2) How does the reading address the Framing Issues discussed in class? (1-2 pgs)
- 3) What social-structural conditions and other sociological explanations about gender violence are raised in the series? Address at least two specific theories, perspectives or research findings that apply to the issues addressed in the series. (1 pg)
- 4) What does the series suggest are some specific solutions to domestic violence in Hawai'i? Include some of the challenges to implementing those solutions or strategies, based on the series, class readings, lectures or other information, and make sure to cite those sources. (1 pg)
- 5) What are at least two insights or new perspectives about gender violence you gained or which were reinforced for you specifically from reading Daysha's diary? Was there anything particular about Daysha's life growing up in Hawaii that had an impact on her experience? (1 pg)
- 6) After reading the series, discuss at least one new belief, attitude, perspective or insight you gained about domestic violence. (1 pg)

Each paper should be no more than 7-pages, double-spaced, 1" margins, 12-pt font. double-spaced, 1" margins, 12-pt font. Each heading of the paper should list the title of the reading to which you are responding along with your name and SOC445, Spring 2016. At the right-hand top of each page as a header, include your name, UHID#, and page number. Each paper should have the title heading, "*Honolulu Advertiser* Reflection Paper." Additional references may be used, but are not required; if you use references, list them at the end of the paper.

Papers must be submitted as Microsoft Word-compatible electronic files uploaded to Drop Box in the class site on Laulima. Assignments should be submitted with a file name that includes the course number (445), the semester (S16), student name, and the assignment (Advertiser). Example of correct file name format:  
445S16KimoSmithAdvertiser.doc

#### Evaluation of assignment:

This paper is worth a maximum of 20 points. The instructor will evaluate papers based on 1) complete response to required questions, 2) evidence of comprehension and application of reading to response, 3) evidence of critical thinking and analysis; 4) self-reflection, and 5) organization of response, overall writing (grammar, spelling), compliance with paper guidelines (length, formatting, etc.). Papers may be revised for up to the maximum 20 points (points deducted for late submissions cannot be made up). The final date for revisions is the last day of class.

#### **6. Quick Writes – 20 points DUE: 02/01; 02/29; 03/30; 04/25**

Learning objectives: To assure comprehension of required course readings, lectures and content; develop critical thinking, reflection and analysis abilities as applied to class content.

### Description of Assignment

Students are expected to have read the assigned readings throughout the semester. During four select class dates there will be a brief written assignment addressing key concepts and topics covered in the readings and other course content up through that date (<1 page, < 10 minutes). These “quick writes” will be open-book; students may bring the readings and any notes to class. The assignment may include brief answers, multiple-choice items, and/or other written responses related to select readings for the class date. Quick writes may also integrate the readings with prior class lectures or other related content covered in class. Each quick write will be worth 5 points. NOTE: You must be present in class when the assignment begins to complete this assignment; there will be no make-ups.

### Evaluation of assignment:

This assignment will be graded by the instructor based on students’ demonstrated understanding of the key issues in the readings.

### **7. Bonus Point Activities – 10 points**

Throughout the semester, there will be various activities for students to earn a minimum of 10 bonus points. These points may include such activities as take-home questions, attending community activities, viewing videos, responding to online or news stories, etc. Some bonus point activities may be related to readings, lectures or other assignments or distributed during a class period, guest lectures, news stories or other topics covered in/outside class. These assignments will only be available during a specific period, and there are no extensions or make-ups.

There may be more than 10 points worth of bonus activities offered over the semester but you may only apply 10 bonus points towards your final grade total. For example, if you earned 15 points, you may only apply 10 points towards your final grade.

### **Summary of Final Course Grades:**

The total number of points for the course is 100 points based on the following:

Learning contract	10 points
Self-reflection papers	10 points
Media presentation	20 points
Reading response papers	20 points
<i>Advertiser</i> reflection paper	20 points
Quick writes	20 points
	100 points TOTAL
Bonus points	+10 bonus points**
	110 points TOTAL **

\*\*A maximum of 10 bonus points can be applied to final point totals, so the maximum number of points possible for the course is actually 110 points.

Letter grades for point totals are:



A+	98-110 (100 + 10 bonus points)
A	93-97
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69

**Guidelines regarding course assignments:**

This course assumes that we are all adult learners in a collaborative learning environment. We ask each other to respect and be accountable to the objectives, activities and assignments established for this course, and by doing so we also ask each other to respect the “spirit” of being collaborative learners in this venture.

1. The entire class, by consensus, may negotiate aspects of each assignment until 10 days before its due date. We may mutually decide to change guidelines, deadlines, learning objectives, or other aspects of individual assignments. No changes will be made after that point.
2. Students may discuss individual variations on assignments with the instructor 10 days before its due date.
3. Deductions of 5 points per day will begin accruing for any assignment that is not submitted at the end of the class period that it is due. Personal and extenuating circumstances are a part of everyday life; however, any late assignments will be deducted 5 points/day unless students attain the instructor’s consent for extensions at least 24 hours prior to the due date.
4. Some assignments may be revised for higher points depending on type of assignment, due dates, etc. Please note: points deducted for late submission of assignments cannot be made up.
5. The instructor will make every effort to work with every student to maximize his or her learning opportunities and student performance throughout the semester. Therefore only under extremely rare conditions will final grades be changed after they are submitted.

**Special Course Considerations:**

This course assumes that we are all adult learners in a collaborative learning environment. We ask each other to respect and be accountable to the objectives, activities and assignments established for this course, and by doing so we also ask each other to respect the “spirit” of being collaborative learners in this venture.

**Course Content:**

The topics and subjects covered in this course are of a sensitive nature. It is probable that some if not many students enrolled in the class will have directly experienced, know someone, or have been exposed to the issues discussed in this course. It is also

possible that some of the discussions or lectures may “trigger” emotional or other experiences among students.

We ask that all of us understand and accept the serious nature of the course content, and reflect upon and “think twice” about our statements or actions when in class. Remember that there is likely someone in the class who has experienced gender violence during their lifetimes.

If you experience any discomfort during the class or require support, modification, or accommodations in the course content or delivery, please contact the instructor immediately. All inquiries or discussions of a personal nature will be kept strictly confidential unless a student discloses a plan to harm him/herself or others.

#### Academic Support:

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 with 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 Conduct:

The University of Hawai`i explicitly prohibits cheating or plagiarism of any kind in the academic environment. The UH Code of Student Conduct, Section 1D. Academic Dishonesty states:

*“Cheating includes but is not limited to giving or receiving unauthorized assistance during an examination; obtaining unauthorized information about an examination before it is given; submitting another’s work as one’s own; using prohibited sources of information during an examination; fabricating or falsifying data in experiments and other research; altering the record of any grade; altering answers after an examination has been submitted; falsifying any official University record; or misrepresenting of facts in order to obtain exemptions from course requirements.*

*Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual’s work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another’s idea and particular phrasing that was not assimilated into the student’s language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or “drylabbing,” which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms.”*

Not being “aware” that one is cheating, using existing papers written by others, plagiarizing or copying verbatim the words of others without appropriate citation of those works is not accepted as a rationale or excuse for such actions. As an upper division course, all students are expected to understand and know these standards of conduct

for the University of Hawai'i. Any violations of the above guidelines may result in an immediate "F" for the assignment and/or an F for the course.

#### IV. Class Schedule

Class Date	Class Topic	Readings	Assignments Due
01/11	Review syllabus; Framing Issues		
01/13	Key terms & concepts I		Learning contract
01/18	HOLIDAY		
01/20	Key terms & concepts II	Preface, pp. 3-11; Ch. 1	Self-Reflection Paper #1
01/25	Masculinity & violence I Film: <i>The Mask We Live In</i>	Ch. 2, 5; Lorber	
01/27	Masculinity & violence II	Ch. 21, 29; Stoltenberg	Quick Write
02/01	Gender violence in the media I Kalei out; guest speaker	Ch. 4; Wilson	
02/03	Gender violence in the media II	Ch. 6, 30	
02/08	Sexual harassment I	Ch. 7-8, pp. 133-141	
02/10	Sexual harassment II Title IX	Ch. 9-10	Reading Response Paper #1
02/15	HOLIDAY		
02/17	Rape & sexual assault I	Ch. 3, 11, pp. 195-204; Patton	
02/22	Rape & sexual assault II	Ch. 12-14; Scully	
02/24	Rape & sexual assault III Title IX	Bergen; Access "Title IX" "campus sexual assault" online	
02/29	Domestic violence I	Ch. 15-16, pp 247-256; NIJ; Yoshihama & Dabby	Quick Write
03/02	Domestic violence II	Ch. 17; Dobash (violent men)	
03/07	Domestic violence III	Ch. 18, 31-32	Reading Response Paper #2
03/09	Domestic violence IV	Pence, Dobash, Straton (women's violence), Crowley	
03/14	Children and gender violence I	Ch. 19-20, pp 291-304	
03/16	Children and gender violence II	Ch. 22, 23	
03/20 03/23	SPRING BREAK		
03/28	Prostitution & pornography I	Ch. 24-26, 33, pp 365-373	
03/30	Prostitution & pornography II	Ch. 27-28	Quick Write

04/04	Trafficking I	pp 421-426	
04/06	Trafficking II	Access "human trafficking" "sex trafficking" online	
04/11	Femicide	Russell	
04/13	State violence against women	<i>Colorlines</i>	<i>Advertiser reflection paper</i>
04/18	Innovative practices in gender violence I: culturally-based	2 Kanuha articles; Dabby	
04/20	Innovative practices in gender violence II: community-based		
04/25	Innovative practices in gender violence III: restorative justice	Ch. 34-35	Quick Write
04/27	Gender violence prevention I: bystanders	Access "bystander effect" online	
05/02	Gender violence prevention II: NO MORE campaign		
05/04	LAST CLASS		Self-Reflection Paper #2; learning contract

**SOC445, Spring 2016, Kanuha  
Student Learning Contract**

**NAME** \_\_\_\_\_

**COMPLETE THIS PAGE AND SUBMIT TO INSTRUCTOR AT BEGINNING OF SEMESTER. \*\*\*\*\*KEEP A COPY FOR YOURSELF!!!!**

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My learning objectives for class participation are: (must include at least three, measurable learning outcomes, *one of which is on an ethical issue*)

<u>Outcome Objectives</u>	<u>Process Objectives</u>
<p><b>(WHAT</b> I hope to accomplish) <u>Sample:</u> 1. "Learn to feel more comfortable speaking in class"</p>	<p><b>(HOW</b> I hope to accomplish those outcomes) <u>Sample:</u> 1. "Speak at least once in each class"</p>

**SOC445, Spring, 2016, Kanuha  
Student Learning Contract**

**COMPLETE AT THE END OF THE COURSE and return to instructor:**

Evaluate your fulfillment of each of the learning objectives proposed at the beginning of the semester. Did you accomplish the process objectives? Make sure to state clearly how and what you did for each of your learning objectives.

Based on fulfillment of the learning objectives I proposed at the beginning of the course, I should receive \_\_\_\_\_ points (out of 10 possible).

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PRINT NAME

Signature

SOC445, Analysis in Gender Violence, Kanuha  
**Spring 2016**  
**Supplementary Course Reader**

1. Bergen, R. K. & Barnhill, E. (2011). Marital rape: New research and directions. Accessed: [http://www.vawnet.org/applied-research-papers/print-document.php?doc\\_id=248](http://www.vawnet.org/applied-research-papers/print-document.php?doc_id=248)
2. Colorlines. (200-2001). The color of violence against women. *Colorlines* (Winter, 2000-2001). [Selection of articles: The Color of Violence (Smith); Locked Up, Beat Down (Rodriguez); Warring on Woman (Okazawa-Rey); Better Dead than Pregnant (Smith); On the Cutting Edges (Smith); Fighting the Many Faces of Violence (Yeung)]
3. Crowley, J. E. (2009). Father's rights groups, domestic violence and political countermobilization. *Social Forces* (88)2, 723-756.
4. Dabby, C. & Poore, G. (2007). *Engendering change: Transforming gender roles in Asian and Pacific Islander communities*. San Francisco: Asian and Pacific Islander Institute on Domestic Violence.
5. Dobash, R. E. & Dobash, R. P. (1998). Violent men and violent contexts. In R. E. Dobash. & R. P. Dobash, Eds., *Rethinking violence against women*. pp.141-168. Thousand Oaks, CA: Sage Publications.
6. Dobash, R. E. & Dobash, R. E. (2014). Women's violence to men in intimate relationships. *British Journal of Criminology* (44), 324-349.
7. Kanuha, V. K. (2002) *Colonization and violence against women*. San Francisco: Asian and Pacific Islander Institute Against Domestic Violence.
8. Kanuha, V. K. (2004) *Cultural trauma and family violence in contemporary Hawaiian life*. NYC: Joyful Heart Foundation.
9. Lorber, J. "*Night to his day:*" *The social construction of gender*.
10. National Institute of Justice, Office of Justice Programs (1998). The causes of domestic violence: From theory to intervention. Chapter 2. In National Institute of Justice, Office of Justice Programs, *Batterer intervention: Program approaches and criminal justice strategies* (pp. 15-31). Washington, D.C.: National Institute of Justice, Office of Justice Programs.
11. Patton, C. L., McNally, M. & Fremouw, W. J. (2015). Rape trauma syndrome. Accessed <http://www.researchgate.net/publication/280558951>
12. Pence, E. & Das Dasgupta, S. (2006). Re-examining battering: Are all acts of violence against intimate partners the same? St. Paul, MN: Praxis International. Accessed from World Wide Web: [http://www.praxisinternational.org/library\\_frame.html](http://www.praxisinternational.org/library_frame.html)
13. Russell, D. E. E. (2008). Femicide: Politicizing the killing of females.
14. Scully, D. & Marolla, J. (1985). "Riding the bull at Gilley's: Convicted rapists describe the rewards of rape." *Social Problems* (32)3, 251-263.
15. Stoltenberg, J. *Why I stopped trying to be a real man*. Published in *Feminista!*, San Francisco, CA.
16. Straton, J. C. (1994). The myth of the "battered husband syndrome." *masculinities*, (2)4, 79-82.
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