

**SOC/WS 446** (Section 211, CRN: 1021/1020)

**Gender Violence over the Lifecycle**

**Instructor:** Hannah Liebreich

**Office Hours:** By appointment

**Office:** 247 Saunders Hall Rm. 233

**Email:** [hannahli@hawaii.edu](mailto:hannahli@hawaii.edu)

**Course Description from the Course Catalogue:** Examines the problem of violence, particularly sexual violence, over the life cycle. Offers gendered perspective in activities aimed at prevention and treatment of violence, and cross-cultural perspectives. Pre: SOC 300 or consent. WI (Writing Intensive).

**Course Objectives** At the end of the course, you will be able to:

- Demonstrate clear and effective written communication skills.
- Define and describe essential course concepts.
- Describe and apply relevant theories for understanding gendered violence.
- Discuss data about local and overseas culturally condoned and unaccepted gender violence.
- Discuss violence/gender topics using empirical data from scholarly sources.
- Locate peer-reviewed journal articles and apply them to the study of gendered violence.

**Course Content Alert:** This course will cover topics that may be sensitive in nature to some students including, but not limited to, violence, domestic violence, rape, hate crimes, sexism, racism, transphobia, and heterosexism. Throughout the semester we will cover real scenarios and use graphic images and language that may make some people feel uncomfortable. If you are a survivor of abuse or trauma, content may be triggering. If this class brings up any feelings you would like to discuss, the UH Mānoa Counseling and Student Development Center is available M-F 8:00-4:30 and can be reached at (808) 596-7927. If this class is not for you, please refer to MyUH to find out how to drop the class.

**Teaching & Learning Methods:** You will be exposed to lectures, small group discussions, class discussion, question and answer sessions, activities, videos, and other methods which are deemed beneficial to learning. Upon completion of this class, students will be able to evaluate sociological theories and use them to analyze and understand aspects of the social world related to gender and violence. Students will be able to analyze, and interpret data, and draw valid conclusions from their analyses. Students will also be able to demonstrate clear and effective verbal and written communication skills, and be able to apply them within the context of gendered violence.

**Required Materials:**

All readings are available on Laulima or through the UH Hamilton library ebook collection.

**Course and University Policies:**

**Attendance Policy:** Regular class attendance is expected, and unexcused absences will be penalized (for online classes “attendance” means discussion board posts and/or free writes). Please notify me by e-mail in advanced if you expect to miss the class because of illness, or some other issue. Depending on the issue, I will either excuse you from class, or apply a penalty. Unexplained absences will incur a penalty. The class is small, and I would like to develop a class culture in which you learn from your peers, as well as from me and course materials. If you do miss class, it is your responsibility to contact another student regarding missed materials, notes, assignments, etc. After speaking to another student, and making copies of the missed materials, feel free to contact me with

questions. I only give my lectures once, it is to your benefit to attend. Because work is due weekly, if you fall behind it will be very difficult for you to catch up to the rest of the students. **Punctuality:** Students' presence in the room for the full class time-period is expected (again, for online classes this refers to the discussion board forum and free writes). If you have a scheduling dilemma that makes punctuality difficult, you should reconsider your registration. Classes will begin and end on time.

**Class Environment:** Enrollment in this course indicates that you agree to conduct all discussions and interactions with thought, maturity, and respect for others' rights to differ. Discussion of personal beliefs is encouraged, and will be conducted in a manner that maintains a climate conducive to the learning of all class members. Students at the University of Hawai'i - Mānoa are encouraged to exercise personal responsibility and self-discipline, and to engage in the rigors of discovery and scholarship. *Cell phones, pagers, and e-mail programs will be turned off for the duration of class.* Computers will be permitted in class with the proviso that the above stipulation is maintained. Please use your computer as a useful tool to apply to class work, rather than as a distraction from class activities.

**Academic Honesty / Plagiarism:** Compliance with strict standards of academic honesty is expected. Please refer to the *UHM Student Conduct Code*, including the revisions in *E7.208*, paying special attention to the sections on academic honesty. Plagiarism is the failure to correctly cite and/or reference *any words or ideas* which are not your own. You should *always* reference the sources of your information. Plagiarism also includes using (or sharing) others' essays, quizzes, etc., *re-using* your own work, and the use of pre-written, purchased, or downloaded materials. If there is ever a question on this issue, please ask me in advance of submitting the work since once it is submitted I will act strongly to enforce academic standards. Plagiarism can result in Failure as a final course grade. All written assignments will be submitted electronically prior to the class period in which it is due (all submissions are due on **before class by 3:20 pm** unless otherwise noted). If you are worried about your citations and plagiarism you have the opportunity to submit assignments in advanced for review by the instructor. If you wish to take advantage of this opportunity, it must be done well before the due date.

**Make up Policy:** Tests and written assignments cannot be made up typically. All work is due on the designated day – *this includes absences for weddings, vacations/trips, doctor's visits, interviews, business/work, etc.* Please schedule your extra-curricular events around your course work. In the case of University of Hawai'i athletes, you need to notify me of your conflicts in advance, so we can sort out alternative dates. In the case of written assignments, athletes will need to submit these in advance of scheduled time away from campus. You need to take responsibility for dealing with these issues. My policy is that late submissions will be accepted up to one week after the due date, and will be penalized half a letter grade. After one week, late work will no longer be accepted. In the case of *emergencies* or *extreme personal difficulty* (e.g., major car accident, sudden acute illness), work may be made up. *See me as soon as possible in these situations, and try to notify me as soon as possible.*

**ADA Statement:** If you have a disability for which you will need accommodations in this class, please let me know as soon as possible. Any student who feels they 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. If you do not have an ADA-documented disability, but there is something, which I can do to assist you in the

classroom, please speak to me, and I will try to work with you to ease the difficulty.

**Requests for Reevaluation:** The burden of proof in a reevaluation of graded work rests with you. Before meeting with me, a rationale for a different grade should first be submitted in writing by e-mail. This should identify the specific concerns / changes and provide detailed evidence in support of your argument for a different grade. *Requests for reevaluation must be made within 10 days of the student's receipt of the graded item.*

**Course Assignments & Grading:** to pass the course, you must complete *all* assignments

- 5 Short papers, 10 points each (20%)
- Midterm (open book), 25 points (10%)
- Final paper, 50 points (20%)
- Final Group Project, 50 points (20%)
- 5 Free write entries, 25 points total (10%)
- 10 Discuss board posts, 50 points total (20%)

**Short papers:** Throughout the semester each student will be responsible for writing 5 short papers. A writing workshop will take place during class at the beginning of the semester. This will include information literacy material including how to conduct academic research and how to evaluate research material. Short papers should be at least 3 (~803 words) pages in length. Sometimes short papers will be prompted with specific questions; other times students will develop their own topics. Please follow ASA or APA formatting for any citations used. All of the due dates for the written assignments are in the course schedule. **Students will receive written feedback for the short papers approximately one week after the due date regarding content, grammar, and organization.** A rubric for short papers will be posted in Laulima. An outline of what is expected for each short paper and the due date will also be posted in Laulima. Students will submit an electronic copy of their short papers by **11:55pm on Friday** (see course schedule for due dates).

**Midterm:** There will be one midterm exam for this course. The midterm will be completed on Laulima, it will be open book, and it will be timed. The midterm will be essay based, and all class material is fair game. A study guide will be provided one week prior to the scheduled exam (see course schedule).

**Final paper: Each student** will be required to write a final paper related to the topic of their final group project. Papers will be research based and students will be required to incorporate at least 6 academic sources. During the semester students will be required to evaluate and informally present 2 of their academic sources to their group mates (10 pts.) Papers should be 5-6 pages (~1600 words) in length and follow ASA or APA formatting (40 pts.) Details for the final paper and final project, including rubrics, will be given to students later in the semester on Laulima. Students will be required to do research for their final paper and project. Outside sources are a requirement. **Free write notebook:** Five times throughout the semester students will be required to brainstorm and write about the weekly topic based on a prompt. The prompts will vary in topic and brevity, but overall the free write notebook is 1) how students will earn an attendance grade (in addition to discussion board posts) and 2) a way for students to demonstrate that they have done the weekly readings. Each notebook entry will be worth 5 points, and there will be 5 total.

**Discussion Posts:** Each week students will be responsible for participating in the discussion board forum for a total of 10 discussion posts for the semester. Discussion posts will be graded based on participation, contribution, and/or completion. Discussion Posts **CANNOT** be made up. However, I will drop each student's two lowest discussion post grades (12 total opportunities). To receive full credit for a discussion post, students must post at least one original discussion post as well as two comments on discussion posts from their peers. For each discussion post, students will pick a prompt from a list provided by the instructor. Details to be posted on Laulima. **Discussion Posts are due weekly, Friday at 11:55 pm (individual response); Sunday at 11:55 pm (comments to peers;)** (see course schedule for details)

**Note for Written Assignments:** You need to take responsibility for working in advance of the due dates and contact me for assistance if you are having difficulties in understanding or completing your assignments. I am always willing to arrange for office hours and discussions in advance of deadlines. Last-minute requests will find me less sympathetic. See the above section for late policies. **I will not provide or grade extra credit.**

**Final Group Project:** Throughout the semester students will work on final group projects related to a topic on gender violence. Students will be required to do research throughout the semester, and a minimum 2-page group outline will be due mid-semester (each group member should write at least 1 full page; 15 pts.) For the group projects students will be able to choose from a variety of mediums including PowerPoint's, PSA style videos, and a poster that represents the topic. The final presentation including your form of medium and your interactive component is worth 30 pts. More details will be provided closer to the due dates. Students will be graded individually for their portion of the final project. You will get the final say in your overall group dynamic (group member evaluations: 5 pts.) This means that if your group has 3 people, it is possible for each person to receive a different grade for their final group project (details will be given later in the semester). Additionally, students will have the opportunity to rearrange the make-up of their group around the time the group outline is due if they present me with a sufficient **written** argument. A rubric for the final group project as well as the group outline will be posted in Laulima.

At the University of Hawai'i – Mānoa, "student achievement is designated by the following grades A+, A, A- (excellent), B+, B, B- (above average), C+, C, (average), C-, D+, D, D- (minimal passing), [and] F (failure)" (<http://www.catalog.hawaii.edu/undergrad-ed/creditsGrades.htm>). A-level grades recognize outstanding achievement, and are not rewarded for mere submission of required work.

For this course, percentages can be translated into grades, using the following conversion: A+ (97-100), A (93-96), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (63-66), D- (60-62), and F (below 60).

Course Readings and topics are subject to modification. Required Materials are to be Read Before the Class. **Please be Prepared to Participate in Class.**

We will not necessarily cover each reading in class discussions. You are responsible for the content of all materials (readings, videos, lectures, etc.) in your written assignments, test, papers, and group project. This means that you need to ask questions to promote discussion about anything that you find difficult to understand. Readings listed for the week should be completed **before** class.

**Note:** Because this class is writing intensive, we will regularly discuss writing tips. Students are responsible for this material and for implementing these writing techniques into their assignments when appropriate.

## Weekly Topics & Deadlines

Topics are subjects to change

“\*\*” = assignment due

“\*” = reading citation

### **Week 1 (9/3):** Introduction to Gender, Theory, and Research

\*\*Free write 1 due Monday by 11:55pm

\*\*Discussion board 1 due Friday by 11:55pm; 2 peer comments due Sunday by 11:55pm.

#### **Readings (syllabus + 4 PDFs):**

\*Syllabus

\*Lorber, J., & Farrell, S. A. (Eds.). (1991). The social construction of gender (pp. 309-321).

\*West, C., & Zimmerman, D. H. (1987). Doing gender. *Gender & society*, 1(2), 125-151.

\*Collins, P. H. (2015). Intersectionality's definitional dilemmas. *Annual Review of Sociology*, 41, 1-20. Newbury Park, CA: Sage.

\*Davis, K. (2008). Intersectionality as buzzword A sociology of science perspective on what makes a feminist theory successful. *Feminist Theory*, 9 (1), 67-85.

### **Week 2 (9/10):** Theory and Research Part II

\*\*Free write 2 due Monday by 11:55pm

\*\*Discussion board 2 due Friday by 11:55pm; 2 peer comments due Sunday by 11:55pm.

\*\*Signed class agreement due Friday by 11:55pm.

#### **Readings (3 PDFs):**

\* Butler, J. (1996). Imitation and gender insubordination. *Women, knowledge, and reality: Explorations in feminist philosophy*, 371. (excerpt)

\* Butler, J. (2004). *Undoing gender*. Psychology Press. (chapter's 3 & 4)

\*Strack, R. W., Magill, C., & McDonagh, K. (2004). Engaging youth through photovoice. *Health promotion practice*, 5(1), 49-58.

### **Week 3 (9/17):** Information Literacy and Writing

\*\*Short paper 1 due Friday by 11:55pm

\*\*Discussion board 3 due Friday by 11:55pm; 3 peer comments due Sunday by 11:55pm.

#### **Readings (library and writing handouts + 2 PDFs):**

\*Library and writing handouts

\*McIntosh, P. (2007). White privilege and male privilege. *Race, Ethnicity and Gender: Selected Readings*, 377-385.

\*Tannen, D. (2003). There is no unmarked woman. *Signs of Life in the USA: Readings on Popular Culture for Writers*. Ed. Sonia Maasik and Jack Solomon. 4th ed. Boston: Bedford, 525-30.

### **Week 4 (9/24):** Disabilities & Queer Studies

\*\*Free write 3 due Monday by 11:55pm

\*\*Discussion board 4 due Friday by 11:55pm; 2 peer comments due Sunday by 11:55pm.

#### **Readings (2 PDFs + TBD –either a PDF or ebook excerpt):**

\*Wilchins, R. (2004). Time for Gender Rights. *GLQ: A Journal of Lesbian and Gay Studies*. (excerpt).

\*Fritz, H. A., Dillaway, H., & Lysack, C. L. (2015). “Don’t Think Paralysis Takes Away Your Womanhood”: Sexual Intimacy After Spinal Cord Injury. *American Journal of Occupational Therapy*, 69(2), 6902260030p1-6902260030p10.

\*TBD

### **Week 5 (10/1):** Public Gender Violence –What’s the Role of Popular Culture?

\*\* Short paper 2 due Friday by 11:55pm

\*\*Discussion board 5 due Friday by 11:55pm; 2 peer comments due Sunday by 11:55pm.

**Readings (3 PDFs):**

\* Valenti, J. (2009). The cult of virginity. Excerpted from *Purity Myth: How America's Obsession with*.

\*Steinem, G. (1978). *If men could menstruate*—. na.

\*Phillips, N. D., & Chagnon, N. (2018). "Six Months Is a Joke": Carceral Feminism and Penal Populism in the Wake of the Stanford Sexual Assault Case. *Feminist Criminology*, 1557085118789782.

**Week 6 (10/8):** Different types of Intimate Partner Violence

\*\* Short paper 3 due Friday by 11:55pm

\*\*Discussion board 6 due Friday by 11:55pm; 2 peer comments due Sunday by 11:55pm.

**Readings (2PDFs):**

\* Baker, C. K., Naai, R., Mitchell, J., & Trecker, C. (2014). Utilizing a train-the-trainer model for sexual violence prevention: Findings from a pilot study with high school students of Asian and Pacific Islander descent in Hawai'i. *Asian American Journal of Psychology*, 5(2), 106.

\*DeKeseredy, W. S. (2011). Feminist contributions to understanding woman abuse: Myths, controversies, and realities. *Aggression and Violent Behavior*, 16(4), 297-302.

**Week 7 (10/29):** Gender and Violence on College campuses

\*\*Outline for group project due Friday by 11:55pm

\*\*Individual thesis statement/research question(s) for final paper also due Friday by 11:55pm

\*\*Discussion board 7 due Friday by 11:55pm; 2 peer comments due Sunday by 11:55pm.

**Readings (1 ebook; excerpts):**

\*Weiss, K. G. (2013). *Party school: Crime, campus, and community*. Boston, MA: Northeastern University Press. (Excerpt).

**Week 8 (10/15):** Young Adults: Dating Violence, Sexual Assault, & Stalking

\*\*2 scholarly articles/sources you have researched for your group project (counts toward your final paper grade) due Friday by 11:55pm

\*\*Discussion board 8 due Friday by 11:55pm; 2 peer comments due Sunday by 11:55pm.

**Readings (2 PDFs):**

\*DeKeseredy, W., & Kelly, K. (1993). The incidence and prevalence of woman abuse in Canadian university and college dating relationships. *Canadian Journal of Sociology/Cahiers canadiens de sociologie*, 137-159.

\*Koss, M. P., Gidycz, C. A., & Wisniewski, N. (1987). The scope of rape: incidence and prevalence of sexual aggression and victimization in a national sample of higher education students. *Journal of consulting and clinical psychology*, 55(2), 162.

**Week 9 (10/22):** Rape Culture on College Campuses

\*\* Short paper 4 due Friday by 11:55pm

\*\*\*Study guide handed out by Friday at 11:55pm

\*\*Discussion board 9 due Friday by 11:55pm; 2 peer comments due Sunday by 11:55pm.

**Readings (1 ebook; excerpts):**

\*Armstrong E, Hamilton L. *Paying For The Party* [e-book]. Cambridge, Massachusetts: Harvard University Press; 2013. Available from: eBook Collection (EBSCOhost), Ipswich, MA. Accessed August 21, 2018. (Excerpt).

**Week 10 (11/5):** \*\*Exam (due Friday by 11:55pm)

**Week 11 (11/12):** Theory revisited

\*\*Free write 4 due Monday by 11:55pm

\*\*Discussion board 10 due Friday by 11:55pm; 2 peer comments due Sunday by 11:55pm.

**Readings:**

\*No new readings; students will pick an earlier theoretical piece to reread and apply to your final paper and final group project topic.

**Week 12 (11/19):** Global perspective & avoiding American exceptionalism

\*\*Free write 5 due Monday by 11:55pm

\*\*Discussion board 11 due Friday by 11:55pm; 2 peer comments due Sunday by 11:55pm.

**Readings (1 PDF):**

\*Darwich, L., & Maikey, H. (2014). The Road from Antipinkwashing Activism to the Decolonization of Palestine. *WSQ: Women's Studies Quarterly*, 42(3), 281-285

**Week 13 (11/26):** Human Trafficking

\*\* Short paper 5 due Friday by 11:55pm

\*\*Discussion board 12 due Friday by 11:55pm; 2 peer comments due Sunday by 11:55pm.

**Readings (1 PDF + 1 documentary; you will need Netflix access):**

\*Gleason, K. D., Baker, C. K., & Maynard, A. (2018). Discursive context and language as action: A demonstration using critical discourse analysis to examine discussions about human trafficking in Hawai'i. *Journal of community psychology*, 46(3), 293-310.

\*Whore's Glory (documentary available on Netflix)

**Week 14 (12/3):** Gender Violence and the Prison Industrial Complex

\*\*Final project due (video link/ PowerPoint/etc.) Friday by 11:55pm.

**Readings (1 PDF; excerpts only):**

\*McDonald, C. (2015). Captive Genders: Trans Embodiment and the Prison Industrial Complex. E. A. Stanley, & N. Smith (Eds.). AK Press (Excerpt).

**Week 15 (12/10):** Gender Violence: The Future

\*\*Final paper due Friday (12/14) by 11:55pm

**\*No readings!!**

### **Academic Honesty Agreement**

I have read and received information on Plagiarism. By enrolling as a student at the University of Hawai'i – Mānoa, I have agreed to abide by all rules prohibiting academic dishonesty, including plagiarism. I have also received and will read the syllabus for this course. By enrolling in this course, I have agreed to abide by all policies described in the syllabus, assignment descriptions, rubrics and other handouts.

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

### **Classroom Expectations Agreement**

I understand that as a student in this course it is my responsibility to treat everyone in the class with respect, even when they have a different opinion. I understand that it is an expectation for me to listen to others, to not interrupt peers, and to not pressure other classmates to conform to my beliefs or to discuss topics beyond their comfort level. I will not talk to my neighbor excessively or use a cell phone while in class. I understand that I will lose points and may be asked by the instructor to leave if I do this. I agree to adhere to all of the expectations set forth in the classroom contract and will contact the instructor if I have any problems with these expectations.

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

### **Syllabus Agreement**

I have received the syllabus and understand all of the policies and procedures of SOC 446 Gender Violence over the Lifecycle section 1. If I have any questions about the syllabus, I will ask my instructor, Hannah Liebreich, to clarify the expectations. Similarly, if I lose my syllabus I can find another on Laulima.

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_