SAMPLE SYLLABUS:  
THIS SYLLABUS IS FOR INFORMATIONAL PURPOSES ONLY.  
A FINAL SYLLABUS WILL BE DISTRIBUTED THE FIRST DAY OF CLASS

University of Hawaii  
Department of Sociology

Sociology 445: Analysis in Gender Violence (3 cr.)  
Contemporary Ethics (E) Focus

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I. Rationale for course

This course will focus on the issue of violence against women as situated in a feminist sociological analysis. The course will cover the historical and political context, 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, pornography, trafficking, femicide, and state-sponsored violence. Course content will include relevant research on women and gender, masculinities, and applications of social 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.

The course will specifically highlight Crenshaw’s concept of intersectionality or the ways multiple sites, meanings, and connections between race/ethnicity, social class, nationality, sexuality and other identities impact gendered violence against women of color, lesbians, older women, adolescent girls, immigrant women, and other groups of vulnerable females.

Gender violence is a social problem that generates significant intellectual and emotional response in society-at-large. Questions such as: “Why do women allow themselves to be abused?” and “Is male violence inherited or learned?” are at the core of critically analyzing and understanding this issue. These questions also have inherent moral dimensions to them; that is, we have judgments about those who are either victimizers or victimized by gender violence. As a course designated as a Contemporary Ethical Issues (E) Focus, students will learn to analyze and engage the complex historical and contemporary ethical issues implicated in violence against women as a historical and contemporary social problem. We will study written materials, engage in discussions and lectures, view media, and complete assignments that will help students develop the ability to critically reflect upon moral judgments, codes of conduct, and other “human” conditions – all aspects of ethical considerations in social life - that explain why violence against women occurs. Thirty percent of the course and a minimum of 8 hours of class time will address contemporary ethical issues as implicated in violence against women as a local, national and global problem.
II. **Student Learning Objectives**
Upon completion of this course, students should be able to:

A. Demonstrate comprehension of key historical, social, and political precursors to gender violence,
B. Apply relevant feminist and sociological theories to an understanding of gender violence,
C. Show how variables such as race/ethnicity, socio-economic class, gender, national identity, religion, sexuality, political, and historical events intersect in specific ways for sub-groups of girls and women vulnerable to gender violence,
D. Demonstrate critical thinking with regard to ways gender violence is manifested across populations, locales, and regions,
E. Examine and reflect upon their own beliefs, attitudes and understandings about gender violence,
F. Apply theories and perspectives to gender violence in the "local" context of Hawai‘i, the Pacific and Asia regions.

III. **Text and Readings**

There is also a required course reader for purchase at Professional Image on 2633 South King St, near University Avenue and King St. In addition, required readings will be distributed in class throughout the semester.

In Section V. Course Content and Class Schedule, reading assignments are designated by chapter from the required text or author’s last name from the reader, e.g., "Brewster" or "Ch. 1."

IV. **Course Assignments**
This upper division course is considered a collaborative learning experience between students and instructor. Therefore, both course assignments and subsequent evaluation or “grading” of student performance are viewed as a collaborative experience by the 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, and to collaborate with each other and the instructor to do so.

**Course assignments:**
There are six assignments for this course. Listed below is a description of each assignment, learning objectives, and how the assignment will be evaluated. All assignments unless indicated are due on or before the end of class on the day/date listed.

1. **Student Learning Contract – 10 points**
   
   **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.
   
   Please use the learning contract form at the back of this syllabus to submit and do your self-grading on your learning contract.
   
   **Evaluation of assignment:**
   
   At the beginning of the semester, students will submit at least 3 personal learning objectives and outcomes regarding their performance in this course. At the end of the semester, students will evaluate the objectives they established at the beginning of the semester. The graded self-evaluation will be incorporated into the instructor’s evaluation of the student’s participation objectives.

2. **Self-Reflection Papers – 20 points**
   
   **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 the course over the semester. Topics for each paper are as follows:
Paper #1: Introductory Self-Reflection.  How do your margin and/or center characteristics as defined in the first class session influence your view of women in society? 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? Note: This paper will not be graded, but must be submitted to receive full points.

Paper #2: Final Course Self-Reflection.  Select one (1) type of 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. What is the particular way this type of gender violence is manifested, understood or contextualized in Hawai`i?  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 5-pages, double-spaced, 1” margins, 12-pt font. At the right-hand top of each page, include your name and page number. The heading of each paper should be the paper assignment title. References may be used, but are not required; if you use references, please list them at the end of the paper. See the course schedule for due dates.

Evaluation of assignment:
Each paper is worth 10 points (2 papers x 10 points = 20 points for this assignment). Papers will NOT be graded; however you must submit them by their due dates to get full credit.

3. Media Analysis – In Class Presentation and Written Summary - 10 points
Learning objectives: Learn to observe the frequency and nature of girls and women as constructed, reinforced and maintained through popular culture; to analyze and share 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 mediums such as TV, radio, video, magazines, newspapers, and music. There are two parts to this assignment. Students will prepare a brief analysis (5-10 minutes) of their media example to share in class and will also submit a 1-2 page summary of your analysis to the instructor.

Your analysis and in-class presentation should respond to the following four issues:
1) Briefly describe the particular representation of girls and women in popular culture.
2) Review the messages about girls and women that are reflected in your example.
3) Discuss the possible positive and negative impact of such a representation.
4) How does this media example contribute to violence against women?

The written summary should include your answers to the four issues above. Please include a copy of the media example attached to the written summary.

Criteria for evaluating assignment:
Presentations and written summaries will be graded by the instructor based on demonstrated understanding and inclusion of the four required issues of the assignment.
4. Reading Response Papers – 30 points
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. The papers must be a critical reflection of any of the required reading assignments (articles, book chapters) for this course.
Each paper should address the following three 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 demonstrate some understanding of social theory in your response (1-2 pgs)
3) How does the reading address the “framing” issues as discussed in class? (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. At the right-hand top of each page, include your name and page number. Each heading of the paper should list the title of the reading to which you are responding. Additional references may be used, but are not required; if you use references, please list them at the end of the paper. See the course schedule for due dates.
Evaluation of assignment:
Each paper is worth a maximum of 15 points (2 papers x 15 points = 30 points maximum for this assignment). The instructor will evaluate this assignment based on 1) inclusion of required elements for paper, 2) complete response to required questions, 3) evidence of critical thinking and analysis; 4) overall writing (grammar, spelling, organization of paper) and compliance with paper guidelines (length, formatting, etc.).

5. Paper on Gender Violence – 20 points
Learning objectives of assignment: To develop critical thinking and analysis skills as applied to gender violence as covered in class; to develop concise writing skills; to demonstrate comprehension of at least one type of gender violence covered in the course; to integrate application of lectures, readings and other knowledge sources in writing.
Description of assignment:
Students will write a paper on one type of gender violence covered in the course. The papers must incorporate a minimum of: a) two assigned course readings, b) course lectures, c) one social theory, and d) one additional source (external reading, guest lecture, student presentation, etc.) for this assignment.
Each paper must include the following three questions:
1) Define the type of gender violence that is the focus of the paper (1/2 page)
2) Summarize what and how your selected readings, course lectures and additional source(s) define or discuss this type of gender violence. (1-2 pages)
3) How does your selected social theory explain the particular type of gender violence you have selected for the paper? (1-2 pgs)
4) How does the reading address the “framing” issues as discussed in class? (1-2 pgs)

5) Briefly discuss at least one new perspective, insight or learning you gained from this assignment (1/2 pg)

Each paper should be no more than 7-pages, double-spaced, 1” margins, 12-pt font. At the right-hand top of each page, include your name and page number. Each heading of the paper should list the type of gender violence that is the topic of your paper. Additional references may be used, but are not required; if you use references, please list them at the end of the paper. See the course schedule for due dates.

Evaluation of assignment:

This assignment is worth a maximum of 20 points. The instructor will evaluate this assignment based on 1) inclusion of required elements for paper, 2) complete response to required questions, 3) evidence of critical thinking and analysis; 4) overall writing (grammar, spelling, organization of paper) and compliance with paper guidelines (length, formatting, etc.).

6. In-Class Exercises – 10 points

Throughout the semester, there will be various in-class activities for students to earn 10 points for this assignment. These points may include such activities as: in-class exercises, activities or mini-quizzes; and take-home questions. In-class points may be related to readings or assignments due or distributed during that class period, or from previous lectures or readings. They may also relate to guest lectures, videos, news stories or other topics covered in class.

These bonus opportunities will ONLY be available in-class during a specific period during the class hour; that is, you must attend class on the day and at the time the activity is offered to have points applied to your final grade.

There will be more than 10 points of in-class opportunities over the semester so that you may actually earn bonus points to apply to your overall grade. However, students can only earn these points by attending class when these opportunities are offered.

Summary of Final Course Grades:

There are five assignments required for the course. The maximum number of points for the course is 100 points based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning contract</td>
<td>10</td>
</tr>
<tr>
<td>Self-reflection papers</td>
<td>20</td>
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<tr>
<td>Media presentation</td>
<td>10</td>
</tr>
<tr>
<td>Reading response papers</td>
<td>30</td>
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<tr>
<td>Gender violence paper</td>
<td>20</td>
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<tr>
<td>In-class exercises</td>
<td>10</td>
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</tbody>
</table>

100 points TOTAL

Course Guidelines:

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. We honor and respect these ethical standards for ourselves, other students, and our instructors.

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. 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.

3. Some assignments may be revised for higher points depending on type of assignment, due dates, etc. Please note however that points deducted for late submission of assignments cannot be made up.

4. The instructor will make every effort to work with every student to maximize his/her learning opportunities and student performance throughout the semester. Therefore only under extremely rare conditions will final grades be changed after they are submitted.

*Academic Support for Students with Disabilities*

Any student who feels s/he may need an accommodation in the classroom or for his/her academic work based on the impact of a disability is invited to contact the KOKUA program privately. The KOKUA Program (Office for Students with Disabilities) will work with every student and faculty member to ensure reasonable accommodations in this and every course on the UHM campus. 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*

_E7.208 University of Hawai‘i Systemwide Student Conduct Code_ is an updated policy prepared by Office of the Vice President for Student Affairs, July 2009. Engaging in, or attempting to engage in any of these behaviors subjects a student to the disciplinary process and sanctions on each campus. Specifically with regard to cheating and plagiarism, the UH Student Conduct Code states that these behaviors along with other conduct are considered serious violations of the community standards of the UH system.

“The term ‘cheating’ includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.
The term ‘**plagiarism**’ includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials” (p. 4-5, E7.208 University of Hawai‘i Systemwide Student Conduct Code, July 2009).

### IV. Course Content and Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
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<tbody>
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<td>Week 1</td>
<td>Review Syllabus; Introductions</td>
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<tr>
<td>Week 2</td>
<td>Key Terms &amp; Concepts</td>
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<td>Week 3</td>
<td>Roots of Male Violence</td>
<td>Ch 4, 5; Lorber</td>
<td>Self-Reflection Paper #1; Learning contract</td>
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<td>Week 4</td>
<td>Gender Violence in the Media; Media Analysis</td>
<td>Ch 6; Stoltenberg; Wilson</td>
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<td>Week 5</td>
<td>Sexual Harassment</td>
<td>Ch 7-10</td>
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<td>Week 6</td>
<td>Rape &amp; Sexual Assault I</td>
<td>Ch 3, 11-14; Koss; Burgess</td>
<td>Reading Response Paper #1</td>
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<td>Week 7</td>
<td>Rape &amp; Sexual Assault II; Media Analysis</td>
<td>Scully; Smith</td>
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<td>Week 8</td>
<td>Battering in Intimate Relationships I</td>
<td>Ch 15-18; APIDV Fact Sheet; NIJ; Dabby; Shepard</td>
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<td>Week 9</td>
<td>Battering in Intimate Relationships II; Media Analysis</td>
<td>Ch 31, 32; Brewster; Pence; Dobash; Stratton</td>
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<td>Week 10</td>
<td>Children and Gender Violence</td>
<td>Ch 19-23</td>
<td>Reading Response Paper #2</td>
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<td>Week 11</td>
<td>Prostitution &amp; pornography</td>
<td>Ch 24, 25; Colorlines</td>
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<tr>
<td>Week 12</td>
<td>Prostitution &amp; pornography; Media Analysis</td>
<td>Ch 26-28; 33</td>
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<td>Week 13</td>
<td>Trafficking</td>
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<td>Week 14</td>
<td>Femicide; Media Analysis</td>
<td>Caputi</td>
<td>Gender violence paper</td>
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<td>Week 15</td>
<td>State-sponsored violence</td>
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<td>Week 16</td>
<td>Alternatives to violence</td>
<td>Ch 29, 30</td>
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<tr>
<td>Week 17</td>
<td>Wrap Ups</td>
<td>Ch 34</td>
<td>Learning contract; final reflection</td>
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</tbody>
</table>


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)]


Lorber, J. "Night to his day": *The social construction of gender*.


Stoltenberg, J. *Why I stopped trying to be a real man*. Published in *Feminista!*., San Francisco, CA.
